



INTER-UNIVERSITY BOARD

PROCEEDINGS

of the

SIXTH QUINQUENNIAL  
INTER-UNIVERSITIES CONFERENCE

held at

MADRAS

on

the 29th, 30th and 31st December, 1948.

*C. S. S.*





With best compliments of Prof. S. Mathai,  
M.A. (Bom), M.A. (Oxon), Secretary, Inter-  
University Board, India, DELHI.

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# INTER-UNIVERSITY BOARD, INDIA

## List of Representatives, 1948-49

1. Dr. N. P. Asthana, C.I.E., M.A., LL.D. (Agra).
2. Dr. D. R. Bhattacharya, Ph.D., D.Sc. (Allahabad).
3. Dr. Zakir Hussain, M.A., Ph.D. (Aligarh).
4. Dr. C. R. Reddy, M.A., D.LITT. (Andhra).
5. Dr. S. G. Manavala Ramanujam, M.A., Ph.D., F.Z.S. (Annamalai).
6. Pandit Govind Malaviya, M.A., LL.B. (Benares).
7. Mahamahopadhyaya Dr. P. V. Kane, M.A., LL.M., D.LITT. (Bombay).
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9. Dr. Ivor Jennings, M.A., D.LITT. (Ceylon).
10. Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D. (Delhi).
11. The Hon'ble Mr. Justice Teja Singh (East Punjab).
12. K. K. Handiqui, Esq., M.A. (Cal et. Oxon.) (Gauhati).
13. Prof. N. K. Sidhanta, M.A. (Cantab.) (Lucknow).
14. Sir A. L. Mudaliar, M.D., LL.D., D.C.L., D.Sc., F.R.C.O.G., F.A.C.S. (Madras).
15. Janab Sultan Mohiyuddin, Esq., M.A., LL.B., M.Ed. (Mysore).
16. Pandit K. L. Dubey, B.A., LL.B. (Nagpur).
17. Nawab Ali Yavar Jung Bahadur, B.A. (Oxon.) (Osmania).
18. Sir C. P. N. Singh, C.I.E., M.A. (Patna).
19. Dr. G. S. Mahajani, M.A., Ph.D. (Rajputana).
20. Dr. Htin Aung, M.A., B.LITT., Ph.D., D.LITT., Bar.-at-Law (Rangoon).
21. Sir Hari Singh Gour, Kt., M.A., D.LITT., D.Sc., LL.D., D.C.L. (Saugar).
22. H. C. Papworth, Esq., O.B.E., M.A. (Travancore).
23. Sri C. M. Acharyya, M.A., B.L. (Utkal).



# SIXTH QUINQUENNIAL INTER-UNIVERSITIES CONFERENCE

MADRAS—DECEMBER 1948





*SITTING (From left to right)*— Pandit K. L. Dubey, *V. C., Nagpur*, The Hon'ble Mr. Justice Teja Singh, *V. C., East Punjab*, Sir C. P. N. Singh, *V. C., Patna*, Dr. J. E. Duff, *V. C., Durham (Universities Commission)*, Dr. C. R. Reddy, *V. C., Andhra*, Dr. Sir A. Lakshmanaswami Mudaliar, *V. C., Madras*, Chairman, Prof. P. N. Banerjee, *V. C., Calcutta*, Dr. John J. Tigert, *President, Florida (Universities Commission)*, Dr. Htin Aung, *Administrator, Rangoon*, Mr. C. M. Acharyya, *V. C., Utkal*, Dr. N. P. Asthana, *V. C., Agra*.

*STANDING (1st Row)*— Dr. Syed Hussain, *Osmania*, Mr. M. K. Ghosh, *Allahabad*, Dr. B. R. Saksena, *Allahabad*, Dr. A. C. Chettiar, *Annamalai*, Dr. K. Krishnamurthi, *Nagpur*, Mr. G. V. Krishnaswami Ayyangar, *Annamalai*, Mr. V. Narayana Pillai, *Travancore*, Dr. V. S. Ram, *Lucknow*, Sir V. N. Chandavarkar, *Bombay*, Mahamahopadhyaya Dr. P. V. Kane, *V. C., Bombay*, Mr. M. C. Pradhan, *Utkal*, Dr. A. B. Misra, *Benares*, Mr. Sri Narayana Sahay, *Patna*, Mr. Gostha Hari Sinha, *Patna*, Mr. C. P. Mathew, *Travancore*, Mr. H. C. Papworth, *V. C., Travancore*, Pandit Govind Malaviya, *V. C., Benares*, Dr. N. V. Thadani, *Delhi*.

*STANDING (2nd Row)*— Dr. A. W. Mayilvaganam, *Pro. V. C., Ceylon*, Mr. S. Mathai, *Secretary, Inter-University Board*, Mr. L. R. Sivasubramaniam, *Delhi*, Mr. M. S. Doraiswami, *Osmania*, Dr. K. N. Bahl (*Universities Commission*), Mr. K. V. Gopalswamy, *Andhra*, Mr. S. R. Dongerkery, *Bombay*, Mr. M. D. Ratnasurya, *Ceylon*, Dr. G. S. Mahajani, *V. C., Rajputana*, Mr. Humayun Kabir, *Joint Educational Adviser, Govt. of India*, Mr. D. S. Reddy, *Madras*, Mr. N. K. Sidhanta, *Lucknow*, Mr. R. Ravi Varma, *Registrar, Madras University*, Dr. S. G. Manavala Ramanujam, *V. C., Annamalai*.

*STANDING (3rd Row)*— Dr. D. C. Chakravarthi, *Calcutta*, Mr. H. Mahapatra, *Utkal*, U Ko Lay, *Observer, Rangoon*, Mr. Habibul Rehman, *Aligarh*, Mr. S. K. Dutta, *Gauhati*, U Po Tha, *Rangoon*, Mr. S. Govindarajulu Naidu, *Madras*, U Ba, *Rangoon*, Mr. R. R. Thomas, *Gauhati*, Mr. D. C. Sharma, *East Punjab*, Dr. V. S. Krishna, *Andhra*, Dr. U. C. Nag, *Benares*, Mr. C. Mahajan, *Agra*, Mr. M. M. Varma, *Rajputana*.



# SIXTH QUINQUENNIAL INTER-UNIVERSITIES CONFERENCE, SENATE HOUSE, MADRAS

## DAILY ARRANGEMENTS

*Wednesday, 29th December 1948*

Arrival of members of the Conference.

10-30 a.m. Official Opening of Conference, by Sir A. L. Mudaliar, Chairman, Inter-University Board and Vice-Chancellor, University of Madras. Dr. J. F. Duff, Vice-Chancellor, Durham University, Dr. A. E. Morgan, formerly Chairman of the Tennessee Valley Authority, U.S.A., and Dr. J. J. Tigert, formerly President, Florida University, U.S.A., members of the Universities Commission, will address the Conference.

12 noon Nomination to Committees.

1-15 p.m. Luncheon at Senate House.

2-30 p.m. Meetings of Committees.

5 p.m. Tea (University of Madras) to meet Vice-Chancellors and other delegates to the Conference.

*Thursday, 30th December 1948.*

10-30 a.m. Conference Session—Symposium on “The Relationship of the State to Universities”.  
Speakers: Dr. C. R. Reddy, Sir V. N. Chandavarkar, Prof. P. N. Banerjee.

1-15 p.m. Luncheon at Senate House.

2-30 p.m. Meetings of Committees.

*Friday, 31st December 1948.*

10-30 a.m. Conference Session.

1-15 p.m. Luncheon at Senate House.

2-30 p.m. Visit to Madras Christian College, Tambaram.

5 p.m. Tea by Dr. Alagappa Chettiar at Krishna Vilas, Vepery.

*Saturday, 1st January 1949*

- 11 a.m. Conference on Post-Graduate Medical Education (Meeting of Vice-Chancellors and representatives of Medical Faculties and of Government of India)

Excursion to Mahabalipuram.





# SIXTH QUINQUENNIAL INTER-UNIVERSITIES CONFERENCE, MADRAS

29, 30 and 31st *December* 1948

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*Wednesday, 29th December, 1948*

The Sixth Quinquennial Conference of Universities in India, Burma and Ceylon was held at 10-30 a.m. on Wednesday, the 29th December 1948, at the Senate House, Madras University Buildings. Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University, presided.

*Present:*

CHAIRMAN

Sir A. Lakshmanaswami Mudaliar, M.D., LL.D., D.C.L., D.SC.,  
F.R.C.O.G., F.A.C.S., *Vice-Chancellor, University of Madras.*

1. AGRA UNIVERSITY:

Dr. N. P. Asthana, C.I.E., M.A., LL.D.

Mr. C. Mahajan, M.A., Principal, St. John's College,  
Agra.

2. ALLAHABAD UNIVERSITY:

Dr. Ishwari Prasad, M.A., D.LITT., Professor of History,  
Allahabad University, Allahabad.

Dr. B. R. Saksena, M.A., D.LITT., Reader, Sanskrit Department,  
Allahabad University, Allahabad.

Prof. M. K. Ghosh, M.A., B.COM. (LOND.), Dean of the  
Faculty of Commerce, Allahabad University, Allahabad.

3. ALIGARH UNIVERSITY:

Dr. Zakir Hussain, M.A., Ph.D.

Dr. S. Hadi Hasan, B.SC., B.A. (Cantab.), Ph.D. (Lond.),  
Dean, Faculty of Arts, Aligarh Muslim University.

Prof. Habibul Rehman, M.A., M.A. (ED.), Chairman,  
Department of Education, Aligarh Muslim University.



4. **ANDHRA UNIVERSITY:**  
 Dr. C. R. Reddy, M.A., D.LITT.  
 Prof. V. S. Krishna, B.A. (Oxon.), Ph.D. (Vienna), Principal, University College, Waltair.  
 Mr. K. V. Gopalaswami, M.A. (Oxon.), Bar.-at-Law, Registrar, Andhra University, Waltair.
5. **ANNAMALAI UNIVERSITY:**  
 Dr. S. G. Manavala Ramanujam, M.A., Ph.D., F.Z.S.  
 Dr. A. Chidambaranatha Chettiar, M.A., Ph.D., Dean, Faculty of Oriental Studies, Annamalai University, Annamalainagar.  
 Prof. G. V. Krishnaswami Ayyangar, M.A., Dean, Faculty of Science, Annamalai University, Annamalainagar.
6. **BENARES HINDU UNIVERSITY:**  
 Pandit Govind Malaviya, M.A., LL.B.  
 Dr. U. C. Nag, M.A., Ph.D. (Lond.), Principal, Central Hindu College, Benares.  
 Dr. A. B. Misra, University Professor of Zoology, Benares Hindu University, Benares.
7. **BOMBAY UNIVERSITY:**  
 Mahamahopadhyaya Dr. P. V. Kane, M.A., LL.M., D.LITT.  
 Sir Vithal N. Chandavarkar, Kt., M.A. (Cantab.), Bar.-at-Law, 41, Pedder Road, Bombay 6.  
 Mr. S. R. Dongerkery, B.A., LL.B., J.P., Registrar, Bombay University, Bombay.
8. **CALCUTTA UNIVERSITY:**  
 Prof. P. N. Banerjee, M.A., B.L., Bar.-at-Law.  
 Dr. Dinesh Chandra Chakravarti, M.B.E., F.R.C.S., Calcutta University, Calcutta.
9. **CEYLON UNIVERSITY:**  
 Dr. A. W. Mailvaganam, M.A., B.Sc. (Lond.), Ph.D. (Cantab.), (Pro-Vice-Chancellor).  
 Dr. M. D. Ratnasuriya, B.A., Ph.D. (Lond.), Dean, Faculty of Oriental Studies, Ceylon University, Colombo.



## 10. DELHI UNIVERSITY:

Prof. L. R. Sivasubramanian, M.A., LL.M., Dean of the Faculty of Law, Delhi University, Delhi.

Dr. N. V. Thadani, M.A., D.LITT., Principal, Hindu College, Delhi.

## 11. EAST PUNJAB UNIVERSITY:

The Hon'ble Mr. Justice Teja Singh.

Dewan Anand Kumar, M.A., Dean of University Instruction, East Punjab University, Solan.

Prof. D. C. Sharma, M.A., c/o The Grindlay Bank Ltd., New Delhi.

## 12. GAUHATI UNIVERSITY:

Mr. R. R. Thomas, M.A., B.L., P.R.S., Nongthomai, Shillong.

Mr. S. K. Dutta, B.sc. (Lond.), Bar.-at-Law, Principal,

## 13. LUCKNOW UNIVERSITY:

Prof. N. K. Sidhanta, M.A. (Cantab.).

Prof. V. S. Rau, Lucknow University, Lucknow.

## 14. MADRAS UNIVERSITY:

Sri S. Govindarajulu Naidu, B.A., B.L., LL.B., Bar.-at-Law, Vice-Principal, Law College, Madras.

Sri D. Sadasiva Reddy, M.B.E., M.A., Director of Public Instruction, Madras.

Basheer Ahmed Sayeed Sahib Bahadur, M.A., B.L., Advocate, Alwarpet, Madras.

## 15. NAGPUR UNIVERSITY:

Pandit K. L. Dubey, B.A., LL.B.

Lt.-Col. N. Ganguli, M.B.E., M.A., Dean, Faculty of Arts, Nagpur University, Nagpur.

Dr. K. Krishnamurti, D.sc., Principal, College of Science, Nagpur.

## 16. OSMANIA UNIVERSITY:

Dr. Syed Husain, M.sc., Ph.D., Dean, Faculty of Science, Osmania University, Hyderabad.

M. S. Doraiswami, M.A., Professor of English, Osmania University, Hyderabad.



17. **PATNA UNIVERSITY:**  
 Sir C. P. N. Singh, C.I.E., M.A.  
 Mr. Gosthahari Sinha, M.A., Patna University.  
 Mr. Sri Narayan Sahay, B.A. (Oxon.), B.sc., Bar.-at-Law,  
 Gaya Road, Patna.
18. **RANGOON UNIVERSITY:**  
 Dr. Htin Aung, M.A., B.LITT., Ph.D., D.LITT., Bar.-at-Law,  
 Administrator of the University.  
 Mr. U Ba, B.A., B.Ed., Dean of Education, University  
 of Rangoon, Rangoon.  
 Mr. U Po Tha, M.sc., Dean of Science, University of  
 Rangoon.
19. **RAJPUTANA UNIVERSITY:**  
 Dr. G. S. Mahajani, M.A., Ph.D.  
 Rai Bahadur M. M. Varma, Registrar, Rajputana Uni-  
 versity, Jaipur.
20. **TRAVANCORE UNIVERSITY:**  
 Mr. H. C. Papworth, O.B.E., M.A.  
 Prof. V. Narayana Pillai, M.A., Dean of the Faculty of  
 Arts, Travancore University, Trivandrum.  
 Mr. C. P. Mathew, M.A., Principal, Union Christian  
 College, Alwaye.
21. **UTKAL UNIVERSITY:**  
 Sri C. M. Acharyya, M.A., B.L.  
 Mr. M. C. Pradhan, M.A., B.L., Dip. in Edn., Principal,  
 Ravenshaw College, Cuttack.  
 Mr. H. Mahapatra, M.A., B.L., Advocate, Cuttack.  
*Observer*  
 Principal U Ko Lay, Rangoon University, Rangoon.



## OTHER INVITEES AND REPRESENTATIVES OF GOVERNMENT OF INDIA PRESENT

1. Dr. Tara Chand, M.A., D.Phil. (Oxon.), Secretary and Educational Adviser to the Government of India.
2. Prof. Meghnad Saha, D.Sc., F.R.S., Dean, Faculty of Science, Calcutta University, Calcutta.
3. Dr. K. N. Bahl, D.Sc., Lucknow University.
4. Dr. J. F. Duff, Vice-Chancellor, Durham University.
5. Dr. John J. Tigert, President, Florida University, U.S.A.
6. Mr. W. R. Puranik, Member, Federal Public Service Commission.
7. Mr. Humayun Kabir, M.A., Jt. Educational Adviser to the Government of India.
8. Dr. P. Narasimhayya, M.A., Ph.D., Secretary, University Grants Committee.
9. Mr. L. R. Sethi, Dy. Educational Adviser, Ministry of Education.
10. Mr. H. S. Verma, Assistant Secretary, Ministry of Education.
11. Instructor Captain W. I. Saxton, C.B., O.B.E., R.N. (Ret.), Director of Education, Royal Indian Navy.
12. Wing Commander S. Chuckerbutty, M.B.E., B.E., B.Sc., M.I.E., Deputy Director of Education, Ministry of Defence, New Delhi.
13. Wing Commander U. K. Nair.
14. Col. Menon, Indian Army Educational Corps.
15. Dr. Roy, Indian Institute of Sugar Technology, Kanpur.
16. Miss M. Craig, Principal, College of Nursing, New Delhi.
17. Dr. S. K. Banerji, Director-General of Observatories, Lodi Road, New Delhi.

*Secretary:*

Mr. Samuel Mathai, M.A. (Oxon.).



# PROCEEDINGS

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The following Inaugural Address was delivered by  
Dr. Sir A. Lakshmanaswami Mudaliar:

Fellow Delegates, Ladies and Gentlemen,

It is my privilege as Vice-Chancellor to extend to you a most cordial welcome on behalf of the University of Madras to this the Sixth Quinquennial Conference of Universities. We are deeply sensible of the honour and we hope that you will carry away with you at the conclusion of this Conference pleasant impressions of your stay in our midst and happy recollections of the many contacts which, I trust, you will establish with the distinguished educationists whom we are proud and happy to welcome into our midst on this occasion.

It has been the practice for sometime to hold these Conferences quinquennially, the last one having been held in January 1944 at Hyderabad under the distinguished presidentship of my esteemed friend and colleague Dr. Sir Radhakrishnan. I venture to state, however, that this Conference is unique in more senses than one. It is the first Conference of Universities to be held after the attainment of Independence by our Country and the significance is all the greater when we realise that all the delegates to this Conference represent the Universities of free nations. I extend in particular a most cordial welcome to the distinguished representatives from Burma and Ceylon whom we are very happy to welcome both as neighbours and as representatives of countries which have likewise attained their freedom recently. We greatly appreciate their presence here and their membership of the Inter-University Board, as thereby they have helped us to prove that in the academic world, geographical limitations are no barriers and the common purposes which Universities have in view do help to bring together votaries at the shrine of learning, imbued with common aims, common ideals and common hopes and aspirations. We regret the absence on this occasion of representatives of a few of the Universities that had long been associated with us in the past; and we hope that with efflux of time and with a clear realisation of the aims and ideals which we cherish deeply and the objectives which we have in view, there will spring up contacts



with the academic life and work of our erstwhile companions for the general advance of university education.

Since we last met, new Universities have sprung up in the country and I offer a hearty welcome to the representatives of these Universities, Utkal, Jaipur, Saugor, Gauhati, East Punjab, and the Mahrastrian University of Poona. Their youthful buoyancy and robust optimism will, I feel sure, rejuvenate us and stimulate us; while we of an older generation of Universities hope that we will not be relegated to the limbo of oblivion on the ground that crabbed age and youth cannot live together, because youth is like summer brave and age like winter bare.

An event of some special significance was the Commonwealth Universities Conference at Oxford in July 1948, at which representatives of Indian Universities were present. The discussions were interesting, but of greater interest and importance was the opportunity thus afforded for personal contact with distinguished educationists of the different countries and the facilities for exchange of views and for the better understanding of the problems facing Universities in general. I should like to avail myself of this opportunity to convey to the organisers our sincere thanks for their warm welcome and for the courtesies extended to us.

Closely following the Commonwealth Conference, a Conference of representatives of the Universities of all countries which were members of the U. N. O. was held at Utrecht under the auspices of the U. N. E. S. C. O., and our thanks are due to Sir C. P. N. Singh, Vice-Chancellor of Patna and Mr. Ruthnaswami, formerly Vice-Chancellor of Annamalai, who along with a few other delegates ably represented the Inter-University Board.

Fellow delegates, I stated that this Conference was the first of its kind to be held after the attainment of Independence by all the countries represented herein and while there is joy and happiness at the thought and a legitimate sense of gratification, this very independence imposes on us additional responsibilities and duties. The political independence which we have achieved will be permanent and effective only if we could simultaneously achieve a degree of freedom in other spheres of national activity. In the field of intellectual achievement, in the realm of knowledge and in the sphere of original thought and contribution, these newly won free and freedom loving countries should strive to



achieve that position and status that would give them an honoured place in the intellectual map of the world. And on none is that responsibility greater than on the Universities, whose legitimate duty it is to foster and strengthen, to enlarge and broadbase all such activities.

And here may I refer to one great danger that we have to guard against. There is an impression in some quarters that now that we have attained Independence, we could cut ourselves adrift from all former contacts, try new methods, encourage new experiments and launch on new standards in our Universities. Let us realise clearly that independence in any sphere of activity does not mean freedom unrestricted but implies freedom under self-imposed limitations which, in some cases, may be more severe than in the past. I must confess to a feeling of uneasiness that in some cases and in some quarters this freedom may be interpreted as a means of effecting radical changes in University courses of study, not all of which may be conducive to the maintenance of minimum efficiency or proper standards. If we are to compete with other nations and to contribute our proper share in increasing the sum total of knowledge, it is not by any such methods that we can attain our objective. The best is cheapest, not the cheapest best, is a wise maxim for Universities to adopt.

There is another problem facing our Universities today. There has been a somewhat haphazard development in regard to several of our post-graduate and professional studies in our Universities, so that rather wide variations exist at present in the conditions regarding minimum qualifications for admission, in the duration of these courses and in the requirements for such degrees. While it is neither necessary nor desirable to maintain a dead level of uniformity which will tend to cripple initiative and slacken enterprise, it is for consideration whether certain minimum standards, well appreciated everywhere, should not be laid down to ensure both efficiency and reciprocity. The subject is coming up before your Conference and I hope and trust it will engage your serious attention and a suitable solution will be found.

The crying need of the hour is the encouragement of research in all Universities and a due recognition of the part research, fundamental and applied, plays in the national life of the country. In my travels abroad I have been struck with the fact that, today, it is not under-graduate education



that is the main subject of attention, but graduate education and research. Large endowments, large State grants are forthcoming everywhere for the development of organised research and the personnel so selected are given protection and encouragement, so that they may make it a life career. While feeling grateful to the Central Government for their policy in recent years in founding National Laboratories, may I venture to express the hope that Governments, both Central and Provincial, will assist Universities with substantial grants, in spite of acute financial difficulties, to establish and promote research activities at these centres. We have had outstanding personalities who have enriched the world's knowledge in the sphere of Religion, Philosophy, Literature and Science, but they have been few and far between and the exigencies of the times require a much larger and more varied talent devoting itself wholly to the many problems with which the world is faced.

In another direction, I venture to suggest that Universities need to be more receptive and to expand their activities. I regret that not always are we in a position to keep pace with the ever-changing requirements of a modern world or to make our contribution sufficient and efficient to meet the needs of our own country.

The dawn of Independence has suddenly thrown a heavy strain on the Government of our country to find suitable personnel to fill the many posts of responsibility at home and abroad in the different countries of the world and to effectively maintain and promote those international contacts which are of the utmost importance for our countries. My recent, though limited, experience of attending as a delegate a world organisation has convinced me that there are many lacunae that have to be filled, if we are to take our full share and to play our part worthily and well in all such international gatherings. That apart, our Chancelleries in the different countries of the world must be kept at the highest pitch of efficiency and this is possible only if we train young men and women properly to face such responsibilities. A school of languages, the study of the culture, traditions and history of different nations, the study of world organisations, their growth and development, a critical study of international problems of law, trade, commerce and conflicting ideologies, and a proper appreciation of world problems in general by close study and research—these undoubtedly should fall normally within the purview of University activities. To



enable the Universities to fulfil these obligations the State should, as in many other countries, come to the assistance of Universities.

This brings me on to the subject—a somewhat difficult subject—of the relationship of the State to the Universities. It may not surprise many of you to know that this subject was discussed at length at the Commonwealth Conference at Oxford and at the World Conference at Utrecht. I note that this is a subject for discussion at this Conference. Let me at once state that the object of such a discussion is to get a clearer appreciation of the role of the Universities in a State and the part that the State may legitimately play in fostering and furthering the ideals for which Universities stand.

In a free country there should be the closest liaison between Universities and the State and while the Universities should at all times study the needs of the State and meet its requirements to the fullest extent possible, it would be well to leave it to the Universities to shape themselves to fulfil these ends. The trends of modern democracy, no less than the methods of authoritarian rule, may not unreasonably give room for anxiety on the part of those who value the academic integrity of Universities that such trends may sometimes lead to changes not in consonance with the role that Universities should play in the larger life of the country. While, as a University man, I would plead for the autonomy of Universities, let me make it clear that unless the Universities keep up to the highest traditions and maintain, pure and unsullied, their standards and their reputation for integrity, it will be difficult for them to expect the State to respect those conventions round which Universities have grown and flourished.

And let me here refer to the somewhat severe criticisms that have not infrequently been levelled against Universities. The remark has often been made that education is not purposive, that not infrequently the products of our Universities fail to come up to expectations in this or that field of activity or calling, that initiative has not been as conspicuous as one would expect. Without trying to refute such criticisms one may be pardoned for suggesting that not infrequently the true purpose and objective of University training has not been clearly realised, and the limitation not fully appreciated. Universities are not exactly modelled on the pattern of our mills which turn out, with methodical rhythm and unerring



regularity, finished products of monotonous similarity. Such mechanical laws are not applicable to the human mind nor are Universities intended to fulfil such a purpose.

Let me, however, concede that no University man will maintain that University life is perfect and that there is not great scope for improvement in the working of Universities. I have already referred to the fact that Universities should be ever on the watch to take note of modern trends in human activities, that they should silently but steadily keep in view the demands of modern times and that they should serve the needs of a changing society. But a University is not a mere Woolworth store where all the wants of the proletariat can be satisfied. The highest purpose of a University is creative; its chief aim is to keep for ever untarnished those great and eternal verities, those grand philosophic thoughts, those high ideals, which alone prevent us from sinking to that low level of materialism which may not distinguish man from beast. We realise that education would not have fully fulfilled its purpose if it did not enable its votary to carve a useful career for himself. Education should be purposive but the present trend to place too much stress on the utilitarian ideal of education is inimical to true progress. Let us realise that ideas have wings, that great seers, great philosophers and thinkers, great reformers and saints should not have their worth tested by utilitarian standards as the world today understands them. Kalidasa and Shakespeare, Aristotle and Spinoza, have contributed to the world's progress and enlightenment at least as much as James Watt or Faraday, Lavoisier or Lister. A University which is true to its ideals is not only cosmopolitan in its composition, but catholic in its range and outlook.

I fully appreciate the need for a scientific training and for the development of technical and technological studies in Universities. But an over-emphasis on such development and a craze on the part of all and sundry to rush to a study of the sciences, to the almost complete neglect of the humanities, is not a healthy development in University life. I speak from the point of view of a scientist who has, for many years now, pursued and actively encouraged the pursuit of scientific studies. It will be a most unfortunate trend of University education if the study of the humanities is relegated to the background and all or even the great majority are encouraged to take to the study of scientific subjects whatever be their aptitude, in the vain belief that they would be better fitted



for a career or what is worse, that they will better serve their country! Some knowledge of science is useful to every educated person as indeed some knowledge of the humanities is beneficial to broaden one's outlook. But this unreasoning rush to the study of the sciences has arisen, because, in the words of Hazlitt, "By an obvious transposition of ideas, some persons have confounded a knowledge of useful things with useful knowledge."

There is one pitfall, however, against which we have to guard ourselves in our anxiety to implement new reforms and new approaches to education. Today a great deal is being said about the medium of instruction, about the mother-tongue, about regional languages and national languages. Much argument has been exercised, a great deal more of emotion and passion than is desirable or necessary has been displayed—yet the simple fact has to be faced—what is the primary need of the country and how best can this need be met? The cold logic of irrefutable facts has not infrequently shattered the most beautiful edifice of idealism based on sentiment and emotion. If today we are, in the shortest time possible and with the available resources on hand, to improve our standards, to equip our great centres of learning and to enlarge our trained personnel, if we are to get our trained research workers, our great scientists, our engineers, doctors, technologists, and if we are to free ourselves from the thralldom of intellectual domination, which is not less irksome to bear than political domination—I say if we are not to wait at other nations' banquets for the crumbs of scientific discoveries and modern knowledge, we should pursue a policy that will ensure achievement of the results we need so urgently. I feel strongly that while we may keep in view the ideal, we should not forget the practical and fritter our resources, our time, and energy, in a vain endeavour to satisfy the appeal to sentiment. From this point of view I would not hesitate to suggest that we should not change the medium of instruction in our colleges abruptly or by imposing a time limit artificially without creating and ensuring those conditions which are so essential for success and to prevent retardation of our progress.

Our zeal should not outrun our discretion and nowhere is there greater need than in the sphere of educational reform to proceed on the basis of *festina lente*. The best of educational reforms would be shattered on the rock of practicability and realism, if the pace of such reforms is forced; in no



sphere of activity more than in educational, is the truth of the maxim more evident that 'Haste makes Waste'.

And here let me enter a caveat against the oft-repeated criticism that Indian Universities have failed in their purpose and that they no longer serve the needs of the country. Have our Universities failed so ignominiously as our critics would have us believe? I ask, does a country that through its University portals ushered into public life statesmen and savants like Gopalakrishna Gokhale or Ranade, Mehta or Tilak, a Surendranath Bannerjee or Chittaranjan Das, a Sankaran Nayar or a Panagal, a Srinivasa Sastri or Vijiaraghavachari, a Madan Mohan Malaviya or a Srinivasa Iyengar, a Swami Vivekananda or a Keshub Chander Sen—to mention but a few of the immortals who are no longer with us—I ask, is such a country to be ashamed of the part played by its Universities? I ask again, Is it an accident or through intrigue that the first Indian Governor-General and almost all the members of the First India Cabinet of Free India happen to be the products of Indian Universities? If such be the case, should we of the Universities wear sack cloth and ashes and retire in ignominy just because a critic here or there feels dissatisfied about the work and worth of these citadels of learning? It is not from any sense of self-satisfied security that we feel unabashed, but because our approach to such problems is different and we say, our institutions have done well in the past, but let us work them better as befits the age and our future destiny.

We are meeting at a time when the whole atmosphere has changed and when, for the first time, one can visualise the tremendous possibilities that lie ahead of us if only we can rise above the somewhat narrow, ephemeral, conflicting emotions of the moment. India is on the threshold of a new era of inexpressible irradiant beauty; the sun is peeping thro' the eastern sky with a promise of a brightness and glory all its own, and those who look heavenwards, instead of having their vision glued to the earth nearby, can see the grandeur of the vision thus vouchsafed.

Well may we exclaim:—

Bliss was it to be born at such a time  
But to be young was very heaven!

With such a glorious vision before us, with such tremendous possibilities open to us and with the certainty that we can, by a united endeavour, place India in an impregnable



position of vantage in the comity of nations, to shine forth as a jewel of outstanding lustre, determined to establish peace everlasting and to see that justice and a fair deal is meted out to all nations, great and small, to all races, black, brown or white, to the so-called civilised or uncivilised—I ask—Is it not a tragedy too deep for tears that at such a psychological juncture, India should present to a none too sympathetic world, the spectacle of apparent conflict, of a people torn asunder by emotional and sentimental considerations of evanescent importance.

Yet, who is there born an Indian, who does not long for the day when India will rise phoenix-like from the ashes of her past misfortunes and failures, to occupy that pristine position that is hers by right.

If I have ventured to refer to the International and national situations, it is because we educationists should take note of modern trends in these spheres of activity and so shape our educational policies that the main purpose of all education is achieved. That purpose is to produce in the finished product at all stages of education, the good citizen, who, while realising his rights and privileges will more clearly appreciate and fulfil his duties and obligations. The claims of nationalism and internationalism are not conflicting, and men of education and culture should prove to be worthy citizens of the world as well as of their own country. And this ideal of a world citizenship being in harmony with the noblest of patriotic impulses should form the central theme through all education imparted from the Nursery School to the highest stages of University education.

I must now conclude. I must apologise for having spoken at greater length than I had intended. The task before us is a stupendous one. If the Universities desire to enrich the national life of the country, they should contribute to the moral and material welfare of the masses of the land, not merely of the classes. As one long associated with University work with opportunities to study the growth and development of Universities, may I not express the hope that that task is not one which we need hesitate to shoulder. Whatever the obstacles in our way, whatever the difficulties we may have to overcome and whether overwhelmed with fulsome praise or benumbed with carping criticism, let us pursue the straight path and keep always in view the goal before us. So marching on, we shall surmount all difficulties and reach our destination. I have no craven fears and



no undue pessimism creeps into me as I contemplate the future.

If undue optimism may not be justified, pessimism may be a greater folly.

For while the tired waves vainly breaking  
Seem here no painful inch to gain,  
Far back through creeks and inlets making  
Comes silent, flooding in, the main.

And not by eastern windows only  
When daylight comes, comes in the light,  
In front, the sun climbs slow, how slowly;  
But westward, look, the land is bright!

Ladies and Gentlemen, it is our great privilege today to welcome in our midst the distinguished members of the Universities Commission. I am in a rather peculiar position at this stage because I happen to be both a guest and the host. But you may take it that in all my references here I strictly omit myself. It is exceedingly kind of the Members of the Commission to have agreed to visit this place at the time when we are holding the Sixth Quinquennial Inter-Universities Conference. We welcome them because they represent the highest culture and from their long association with University Education we look to them for a great deal of advice and encouragement. I am exceedingly glad that our distinguished countryman Sir S. Radhakrishnan is to lead us in the Commission. Nobody could have been better chosen for such an important task (Applause). Just as we are exceedingly happy to serve under his guidance and leadership in the Universities Commission, the country also will be very happy when the Commission's report is ultimately published and when it finds that the report has received the imprimatur of a person who has had wide experience of decades of University education and international contacts in the field of education. I am also exceedingly glad to welcome in our midst our distinguished guests from foreign countries—Dr. J. F. Duff, Dr. J. J. Tigert and Dr. A. E. Morgan. It is indeed very kind of them to have come over here and agreed to spend a few short months with us. I had the privilege of meeting Dr. Duff at the Commonwealth Conference of Universities. He is the Vice-Chancellor of the University of Durham. We are also glad to have in the Commission other distinguished educationists. Dr. Tara Chand who was the Vice-Chancellor of the Allahabad Uni-



versity is at present the Secretary in the Education Ministry. Dr. Zakir Hussain's name is a household word in the world of educational policy and experiments. Dr. Meghnath Saha is a very distinguished scientist whose name is very familiar far beyond the confines of this country. He has published a very important book and when I was in the United States, many people asked me for copies of that book, which I understand is now out of print and is not available. He is also a Member of the Commission. Then there are Dr. N. K. Sidhanta and Dr. K. N. Bahl the other distinguished Members of the Commission. We will have the unique pleasure of listening to three of our distinguished guests. I request Dr. Duff to address the Conference.

The following address was read by Dr. J. F. Duff:

Mr. Vice-Chancellor, by asking me to speak today you gave me the great pleasure of being the first in the audience to thank you for your quite admirable address to which we have just listened (Applause). I have been less than a month in India and it is my first visit to India; yet I can assure you that many times in that month, when I have looked round at what was happening all round me the same words that you used, Sir, from Wordsworth came into my mind:

“Bliss was it in that dawn to be alive,  
But to be young was very heaven!”

I feel that that is the spirit of the moment prevailing in India.

Sir, I thank you also for inviting me to speak. It was a compliment which I could not refuse and yet it was an embarrassing compliment. We have a standing joke in my country about the people who come to India for a month or two in the cold weather and then go home and write a book on India in which they seem to solve all the problems of India. Well, I am not going to fall into the trap. I have now been here less than a month. Another reason is that even if I felt that I knew anything about Indian University education I do not feel free to talk about it because I happen to be a Member of this Commission and until they submit their report it would not be proper for any Member to air his views about the problems of higher education in India. Mr. Vice-Chancellor, when you really complimented me by asking me to speak, I decided that I might best spend my few minutes in speaking of one problem which is attracting very much attention in England today and that is the question ‘Who should be admitted to our Universities and



how should they be chosen?' There has been almost a complete revolution in this matter in England within my memory and I am sure that the revolution is widely known to the world. I was born and bred in Cambridge where my father spent his life as a University teacher. When I first remember Cambridge, before the 1914 War, the great majority, say 90 per cent. of the students who came to Cambridge paid for themselves, i.e. paid all their own expenses. That meant, of course, that they came either from the wealthier classes or at any rate from reasonably well-to-do upper middle class parents. The standard for admission to the Universities was low and a great many students were content to aim no higher than a pass B.A. degree and the small demand for places in the Universities roughly corresponded to the supply. One or two of the best colleges had more applicants than they could take and they weeded them out by means of setting their own entrance examinations, on top of the matric examination. Other colleges, however, less popular in those days, found it impossible to fill their vacancies and they were in constant financial difficulties accordingly. At that time about 10 per cent. of the students in the Universities were assisted by scholarships given either by the college or by the school from which the students came. All those scholarships were competitive. But some of them could only be competed for by boys in financial need. That is to say, the only chance for a poor boy to get into Oxford or Cambridge was to win one of those comparatively few scholarships. The result was that a few of the very best poor boys who could not be kept down found their way to the University and they were a minority in a minority, very very few. At the Universities of Oxford and Cambridge the position was much the same, i.e. about 90 per cent. paid their own expenses. In those other Universities, of which London was the biggest example, since they were almost fully non-residential the cost of attendance was very much less. Some of the bigger Universities in our cities were thus able to cater to a large class of low income groups i.e. lower than those for whom it was possible to send their boys to residential Universities like Oxford and Cambridge. All the same, even the non-residential Universities like London were quite out of reach financially for a boy from the working classes unless he won one of the very few scholarships which those Universities also offered. And in those other Universities the demand and supply were roughly equal. The students were seldom turned out. That was what happened 30 years ago. Now in these last 30 years



the British Universities have increasingly felt the impact of our national system of school education. Let me remind you of the two dates. In 1870 we achieved compulsory elementary schools provided by Government and inevitably though slowly the national compulsory elementary schools were followed in 1902 by an Act instituting the Government Secondary Schools and requiring that all of them should keep a proportion of their places as free places for promising students from elementary schools. That proportion of free high school places has grown from 10 per cent. to 25 per cent. and now to 100 per cent. All the places in a Government Secondary School in England are free and are awarded on scholastic merit and promise alone.

There is one difference between Great Britain and the United States of America. If I am wrong I am open to correction. In the United States the whole of an age group is encouraged to go right through the high school up to the age of 18. The high school must therefore offer courses suitable for all capacities, the average, the sub-average as well as the above-average. In Great Britain the field of secondary or grammar school course is intended only for children of somewhat-above-the-average intelligence. And consequently there is only room in a grammar school for 15 or 20 per cent. of an age group. This development of free secondary schools for all promising children however poor they may be has meant that those secondary schools have produced increasingly large number of well-educated boys and girls who obviously ought to go to a University but whose parents could not possibly afford to send them there. Then, it is not all the bright boys and girls in our schools who wanted or want to go to the Universities. Nothing like that. They are perhaps too few. There are other openings for the boys from the grammar schools and the secondary schools, than the Universities. I am personally glad of that.

In order to prevent an obvious and gross wastage of talent it was felt necessary both by the Central Government and by the local Governments in every town and county to institute scholarships for promising boys. They have also instituted a considerable number of special grants at Universities for boys and girls who promise to become teachers in return for a free University education. This more or less means that this wastage of talent from the poor classes has been diminished. At first these scholarships were too few and were also too small in amount. But by 1939 nearly half



the University students in Great Britain were getting some financial aid and it has come to be felt that if a boy is worth helping at all, he should be given all that he needed to take a full part in University life, subject of course to a means test to prove that his father was not rich enough as to say that he did not need any help to send his son to the University.

Then came the recent war, and now after the war, my country is facing the need to increase our University population, probably to double it and to make more sure than ever that no talent is wasted. My country's economic position forces us to make the best use of every scrap of talent that we can get. And this year I have been serving on a Government Committee on award to students and in the report which came out only this month, after I left England, they have recommended that at least three-quarters of all places at all Universities should be 'free' places awarded on merit and none else. That will, of course, be an expensive proposal and I do not expect it to go through easily. There is a great deal of criticism. Yet I feel it has got to go through because there is no other alternative. Now this revolution is nearly complete. 30 years ago nearly all students went to the Universities because their parents could afford to send them there. But now nearly all students go to the Universities simply because they have proved their ability, and their parents' income is not the criterion. Of course this has raised our standards all round, even though our total number is now much greater.

Some Universities have now abandoned their pass degree courses altogether. They admit candidates only for Honours and they have instituted general Honours courses so that almost all the University students come to specialise on the lines of single subject courses. I have no doubt that the change is not merely a much greater measure of social justice in the educational field but that it is also a great benefit to the British Universities concerned. Whether that has any moral for India I do not know. I should guess that as and when you widen your educational field and reduce illiteracy you will feel that the first thing to be done will be to give the students a chance of proving their ability. Your first need is to provide an educational ladder that the poor but clever boy or girl can climb and before long you will need to broaden the ladder till it becomes a highway that will really offer equal opportunities for all.



That is all I have got to say, Sir, and before I sit down I must express, for I feel so much, that I count it an honour and a privilege to serve on this Commission with such distinguished colleagues and under a Chairman for whom 'distinction' is too small a word. I believe that I am speaking for the whole body of academic opinion in Great Britain when I express the hope and belief that the one result of this Commission's work for the Indian Universities may be to strengthen those many intellectual links already existing between your Great and Free Country and my Country. (Loud applause.)

Dr. J. J. Tigert (formerly President, Florida University, United States of America and a Member of the Universities Commission) addressed the Conference on the desirability of having a system of balanced education in sciences and humanities, a subject on which the Aligarh University had sponsored the following resolution in the Inter-University Board:

- “(a) To combat the lack of unity in the curriculum caused by existing specialised courses for degrees in Arts and Science which lead to narrow vocational preparation, fail to give the Indian University student a correct outlook on the modern world, and impair his efficiency as a cultured citizen, Indian Universities should experiment with self-contained courses for the first degree involving an effective integration of different branches of natural science.
- (b) Besides the institution of such a self-contained course, a course in world affairs and contemporary civilisations should be compulsory for all students pursuing special courses in Arts and Science.”

Dr. Tigert said: “Mr. Chairman, delegates to the Conference and the distinguished ladies and gentlemen guests, during the short time I have been here, I have been impressed by the hospitality, generosity and the great consideration that is shown by the Indian people. I must at the outset apologise to you for not having come prepared to address you any such words of wisdom as your distinguished Vice-Chancellor has just delivered. I will only content myself with saying a few informal words on this auspicious occasion. I may say I feel greatly honoured to have a small part in the Universities Commission. When I was invited to become a member of the Commission I did not feel quite sure that I would be



able to make any great contribution to the labours of the Commission, but our Government urged me to accept the invitation at least in the interests of the better cultural relations between the two countries.

Gentlemen, each nation has got a cultural ideal—England, France and India have their own ideals. My wife used to say that the Indians were one of the most gentlemanly people in the world. Human thought and progress had reached great levels in India when the rest of the world was steeped in darkness. Today this country inhabited by one-fifth of the human race is experiencing a new birth, the birth of a nation. We in America having passed through a similar experience can very well appreciate what it all means.

As I said in the beginning, I have not come prepared with any formal address, but I should like to say a few words on the resolution which has been sponsored by the Aligarh Muslim University. This experiment in education was started in America 25 years ago and it has been the most persistent trend in American education for the last 25 years. By extreme specialisation and lack of integration, a man becomes very learned and diligent in one field and gradually separates himself from his fellowmen. He learns more and more about less and less and ultimately he finds that he has learned less than nothing.

In regard to specialisation we found that the students were not properly classified. In the first place, students took engineering or agriculture or something else as they fancied without any reference to their aptitudes. Then you poured all the knowledge of the particular field into the head of the student and tried to make him a chemist or physicist to the exclusion of everything else. Many of them failed. Half the students in the college were failing by the end of the second year and only less than a third were going through graduation.

The first experiment was tried in the University of Wisconsin. There they got away from fragmentation and specialisation. Then the Columbia University gave a course in Contemporary Civilisation. There was no fragmentation of knowledge. The student should get an acquaintance at least with all the different types of culture. He can then find out in what direction he had some aptitude before he began to confine himself to a particular field of concentration.



About 20 years ago, the University of Chicago scrapped all their specialised departments in the undergraduate level and organised a number of divisions in physical science, biological science, social sciences and humanities, so that the students there might have a knowledge of all these in a comprehensive and integrated form without specialisation. The other Universities also introduced a programme of general education. The Harvard University also has adopted a similar programme in consonance with what has been going on in a number of institutions for a good many years. I do not say that our programme in America is best suited to India and should be adopted here. I believe that every country must build its own educational framework out of its own conditions. Every University should have an individuality and a personality and freedom to develop in its own way so as to best serve the community in which it resides. In that respect the University of Virginia has a greater personality than any other University in my country.

I think that a knowledge of Mathematics and proficiency in a language are essential tools for everyone going in for higher education regardless of whether he takes sciences or humanities. I referred to what was done in the Chicago University where they introduced comprehensive courses without specialisation. The course in physical science was intended to enable the student to understand the physical world in which he lived. But in the specialised course, the approach is different. In the social science course, the student gets a view of people in society and of the social institutions which prevail in various parts of the world. The student is taught to attempt to relate himself to the people of the world.

There is a difference between social sciences and humanities and natural sciences. In natural sciences people are endeavouring to discover facts and looking for new things by the inductive method. They are not expressing any opinion about the value of the facts. When they discover an atom bomb, they only care to know whether it will explode or not. They do not attempt to pass any judgement whether it is good or bad. But in the social sciences and humanities, we attempt to pass judgement whether a thing is good or bad. We learn to have a proper appraisal of what the thing means. In our country we have had such a tremendous application of science in various fields. Some sensible people have said, "Let us have a holiday for science." But you cannot have



a holiday for science; you cannot turn the clock back. Time marches on.

Here I should like to give one illustration of the lack of balance with specialisation in scientific education and without an ability to interpret its significance in the social world. Germany, whatever you may think of it, was a great nation. The Germans were a great people. When I was quite young, I can remember that in my country one could not have any academic respectability unless he had been to a German University and got a Ph.D. degree. Our elementary schools and primary schools were adaptations of the German folk schools. Germany was a country which had a sort of a caste system. Only one group of people were permitted to go to the Universities. The mass of the people had no opportunity to go through a University in Germany. Germany had a very great system of Universities. It produced great philosophers, thinkers and very learned men. But today after two great wars a nation which was leading the world in modern science is gone. If our country has achieved anything, it was through creativeness and not through plunder. We have no imperialistic designs.

Now very great strides have been made in science. With the discovery of atomic bombs and bacteriological warfare, terrible instruments of destruction have been placed in our hands. I am afraid we are on the brink of world disaster. There is no use of blinking that. Everybody can see that. It is high time that we learnt to use these discoveries properly. We must have a balanced programme of education very soon. I do not know whether it is too late now, but at any rate, we have not got geological time before us. Anything that has to be done has to be done tomorrow and very quickly.

Gentlemen, I thank you once more for your patient hearing. I thank the Vice-Chancellor for giving me an opportunity to speak here. I apologise again for speaking in this *ex tempore* manner, but it was all that I can do on this occasion.



### CHAIRMAN'S ANNOUNCEMENT

Before adjourning the House, I wish to inform the delegates that three Committees have been constituted after consulting the Vice-Chancellors or representatives of the Universities on the Board, and the delegates have been assigned to one or other of these Committees. The Committees will meet in the rooms assigned to them.

I would request the following gentlemen to serve as Chairmen of the Committees:—

*Committee A.*—Sir V. N. Chandavarkar

*Committee B.*—Prof. P. N. Banerjee

*Committee C.*—Mr. S. Govindarajulu Naidu

The following gentlemen are requested to be reporters of the Committees mentioned:—

*Committee A.*—Mr. M. S. Doraiswami

*Committee B.*—Dr. Hadi Hasan

*Committee C.*—Dr. V. S. Krishna.

I am to request that the Committees may conduct their proceedings as expeditiously as possible, and their resolutions may be communicated to the Secretary by the Reporters.

Delegates who are not members of the above Committees may attend any of the meetings, but only the members of the Committee concerned will be entitled to participate in the discussion and to arrive at conclusions.



## COMMITTEE A.

1. Sir V. N. Chandavarkar (*Chairman*)
2. Mr. M. S. Doraiswami (*Reporter*)
3. Dr. C. R. Reddy
4. Mr. N. P. Asthana
5. Dr. Zakir Husain
6. Dr. G. S. Mahajani
7. Dr. Htin Aung
8. Dr. A. W. Mailvaganam
9. Sir C. P. N. Singh
10. Pandit Govind Malaviya
11. Dr. S. G. Manavalaramanujam
12. Prof. N. K. Sidhanta
13. Dewan Anand Kumar
14. Mr. M. C. Pradhan
15. Lt.-Col. N. Ganguli
16. Mr. P. C. Mathew
17. Col. D. C. Chakravarti
18. Mr. Basheer Ahmed Sayeed
19. Dr. P. Narasimhayya



## COMMITTEE B.

1. Dr. P. N. Banerjee (*Chairman*)
2. Dr. Hadi Hasan (*Reporter*)
3. Justice Teja Singh
4. Mahamahopadhyaya P. V. Kane
5. Mr. C. M. Acharyya
6. Dr. K. N. Bahl
7. Mr. D. Sadasiva Reddy
8. Prof. V. Narayana Pillai
9. Mr. K. V. Gopalaswami
10. Dr. Ishwari Prasad
11. Prof. V. Lakshminarayanan
12. Dr. N. Attygalle
13. Prof. U Po Tha
14. Dr. K. Krishnamurti
15. Principal G. H. Sinha
16. Dr. A. C. Chettiar
17. Mr. L. R. Sivasubramaniam
18. Mr. S. K. Dutta
19. Mr. U. C. Nag
- Observer:*
20. Principal U Ko Lay



### COMMITTEE C.

1. Mr. S. Govindarajulu Naidu (*Chairman*)
2. Dr. V. S. Krishna (*Reporter*)
3. Mr. H. C. Papworth
4. Pandit K. L. Dubey
5. Prof. Dewan Chand Sharma
6. Dr. Syed Husain
7. Prof. Habibur Rahman
8. Principal K. L. Varma (Rajputana or alternative  
Rao Bahadur M. M. Varma)
9. Prof. U Ba
10. Dr. M. D. Ratnasuriya
11. Mr. S. R. Dongerkery
12. Mr. H. Mahapatra
13. Sri Narayan Sahai
14. Mr. G. V. Krishnaswami Aiyangar
15. Mr. N. V. Thadani
16. Mr. R. R. Thomas
17. Dr. B. R. Saxena
18. Dr. V. S. Ram
19. Dr. A. B. Misra

*Observer:*

Principal U Ko Lay



### VOTE OF THANKS

Prof. P. N. Banerjee (Vice-Chancellor, Calcutta University) proposed a vote of thanks to Dr. Duff and Dr. Tigert for their valuable address.

The Conference adjourned till 10-30 a.m. on Thursday, 30th December 1948.



## PROCEEDINGS

*Thursday, 30th December 1948*

The Conference re-assembled at the Senate Hall at 10-30 a.m. Dr. Sir A. Lakshmanaswami Mudaliar presided.

Before the commencement of business, the Chairman referred to the demise of Sir Akbar Hydari, the Chancellor of the Gauhati University, Assam, and moved that

“The Conference send its condolences to Lady Hydari and the members of his family and the Government of Assam on the great bereavement that had overtaken not merely Assam but the whole of India.”

The resolution was passed all the delegates standing in silence for two minutes.

There was a Symposium on “The Relationship of the State to Universities”, in which the main speakers were Dr. C. R. Reddy, Sir V. N. Chandavarkar and Prof. P. N. Banerjee. Messrs. Pandit Govind Malaviya (Benares Hindu University), G. S. Mahajani (Rajputana University), N. V. Thadani (Delhi University), and L. R. Sivasubrahmaniam (Delhi University) participated in the Symposium.

The Chairman in conclusion thanked the speakers and the other participants, and the Conference adjourned to meet again in plenary session the next morning at 10-30 a.m.



## REPORTS OF COMMITTEES

Minutes of the Meeting of the Committee A of the Inter-University Conference.

The Committee met at 2-30 p.m. on the 29th December, 1948.

### *Present:*

Sir V. N. Chandavarkar (*Chairman*)  
Mr. M. S. Doraiswami (*Reporter*)  
Mr. N. P. Asthana  
Dr. Zakir Husain  
Dr. G. S. Mahajani  
Dr. Htin Aung  
Dr. A. W. Mailvaganam  
Sir C. P. N. Singh  
Pandit Govind Malaviya  
Dr. S. G. Manavalaramanujam  
Dewan Anand Kumar  
Mr. M. C. Pradhan  
Lt.-Col. N. Ganguli  
Mr. P. C. Mathew  
Col. D. C. Chakravarti  
Mr. Basheer Ahmed Sayeed  
Dr. P. Narasimhayya

### *Subjects referred to the Committee*

I. Principles Governing State Aid to Universities—Finances of Universities.

1. The Government of India be requested to be very liberal in making their grants (recurring and non-recurring) to the various Universities for carrying out schemes of scientific research as the future progress of the country requires the expansion of post-graduate and research work in the different branches of science and technology.

2. While appreciating the desire of the Government of India and the Provincial Governments to assist the growth and expansion of University education by financial grants (non-recurring or recurring), this Conference hopes that the said Governments will see to it that the autonomy and independence of Universities receiving such grants are not interfered with.

*Bombay University*



## II. Universities and Public Services.

The attention of the Central and Provincial Governments be drawn to the fact that it is very desirable that in inviting applications for posts under Governments, the degrees of Indian Universities be given their due value and not placed in a disadvantageous position in comparison with distinctly inferior foreign qualifications.

*Bombay University*

## VII. Staffing of Universities and terms of service of teaching staff.

That in view of the need for interchange of teaching personnel for certain specified periods as between the several Indian Universities, the desirability of instituting uniformity in salary scales and designations of the University teaching staff may be considered.

*Mysore University*

After a full and detailed discussion of subjects I, II and VII the Committee *recommended the following* resolutions for adoption by the Conference.

### I. Principles governing State Aid to Universities—Finances of Universities.

This Conference is of the opinion that the provision of adequate teaching, study and research on a University level is essential to the wellbeing of a modern State. The Government of India and the Provincial Governments have therefore the responsibility of seeing that such provision is made. The Government of India and the Provincial Governments are requested to aid the Universities on an increasingly generous scale with grants (both recurring and non-recurring) for carrying out schemes of expanding their present activities and for promoting research in all subjects.

While appreciating the efforts of the Government of India in helping the Universities by their policy of making grants available to them through the University Grants Committee, this Conference is of opinion that the University Grants Committee should be reconstituted on the model of the University Grants Committee of the United Kingdom with a full-time Chairman and that it should be attached to the Ministry of Finance. To carry out its duties successfully the University Grants Committee should have an adequate Secretariat of its own so that applications for grants from the Universities may be expeditiously dealt with and



that it should be empowered to disburse the grants to the Universities without the need for further reference to any other Department of Government.

2. While appreciating the policy of the Government of India and the Provincial Governments to assist the growth and expansion of University education by financial grants, this Conference places on record its emphatic opinion that the autonomy and independence of the Universities receiving such grants should not in any way be interfered with.

## II. Universities and Public Services

This Conference wishes to draw the attention of the Government of India, the Provincial Governments and all Statutory Local Authorities to the fact that it is very desirable in inviting applications for posts under the Governments and other statutory bodies the degrees of the Indian Universities ought to be given their due value and not placed in a disadvantageous position in comparison with distinctly inferior foreign qualifications.

## VII. Staffing of Universities and terms of service of Teaching Staff.

This Conference recommends that this resolution on the staffing of Universities and terms of service of teaching staff sent by the University of Mysore be referred to the Standing Committee of the Inter-University Board for collection of full and detailed data from all the universities regarding (1) the status and salaries of teachers (both in Universities and affiliated colleges); (2) provident fund and leave facilities; and (3) hours of work per week including undergraduate and post-graduate; and to report to the Inter-University Board whether it is desirable and feasible to lay down any uniformity in salary scales, designations, periods of teaching work etc. for the guidance of the Universities in India.

M. S. DORAISWAMI,  
*Reporter.*

V. N. CHANDAVARKAR,  
*Chairman of the Committee (A)*



Minutes of the meeting of the Committee B, held at 2-30 p.m. in the Senate House, Madras, on the 29th Dec., '48.

*Present :*

Prof. P. N. Banerjee (*Chairman*)  
 Dr. Hadi Hasan (*Reporter*)  
 The Hon'ble Justice Teja Singh  
 Mahamahopadhyaya P. V. Kane  
 Sri C. M. Acharyya  
 Sri D. S. Reddy  
 Sri V. Narayana Pillai  
 Sri K. V. Gopalaswami  
 Prof. U Po Tha  
 Dr. K. Krishnamurti  
 Sri G. H. Sinha  
 Dr. A. C. Chettiar  
 Sri L. R. Sivasubramaniam  
 Sri S. K. Datta  
 Sri U. C. Nag

The Chairman of the Conference, Sir A. L. Mudaliar was also present.

Principal U Ko Lay (*Observer*).

*Subjects referred to the Committee*

III. Post-Graduate Education in Arts and Science; Professional Education (undergraduate and post-graduate).

1. To consider the desirability of providing in the Universities a more or less uniform standard of legal education, and to consider in relation thereto the points noted below:—

- (i) The minimum qualifications necessary for those who wish to enter upon a course for the LL.B. degree;
- (ii) Duration of the course;
- (iii) The question of allowing the LL.B. course to be combined with any other course, and if the combination is permitted, the minimum time within which both the courses could be completed, e.g., M.A., and Law.
- (iv) The advisability of introducing Law as part of the B.A. course.



- (v) The advisability of restricting the Law Degree course only to those who have passed the B.A. Examination with Law as one of the subjects, or to those who have studied a pre-legal course.
  - (vi) The question of expanding the legal curriculum and providing optional subjects.
  - (vii) Adequacy of staff and adequate pay for them.
  - (viii) The proportion of full-time to part-time teachers.
  - (ix) The need for providing suitable accommodation.
- (Vide Appendix A for note by Delhi University.)

*Delhi University*

2. That this Conference is of opinion that all Universities should have a uniform policy followed in regard to the duration of the Engineering course.

*Madras University*

3. That an attempt be made to secure uniformity as between the various Universities in respect of the Engineering courses as regards the following items: (a) duration of the course; (b) arrangements for practical training; (c) syllabus and scheme of examination.

*Mysore University*

#### V. Entrance qualifications to Universities.

1. That a Committee be appointed by the Inter-University Board to scrutinise the syllabuses prescribed by the various Provinces or Universities for the Secondary School Leaving Certificate or Matriculation examination as the case may be, as qualifying for entrance to the University and to recommend for adoption by the Provinces or Universities uniform courses in so far as admission to University courses of study is concerned.

(Vide Appendix B for note by the Andhra University).

*Andhra University*

2. In the opinion of this Conference the right to determine the fitness of students seeking admission to a University, whether by holding an entrance examination or prescribing the conditions for such admission, is an inherent and inalienable right of the University concerned, and any attempt to interfere with this right by legislation is harmful to University education.

*Bombay University*



## VI. Programme of University Extension work.

The Inter-University Conference request all Indian Universities to formulate and put into operation as early as possible a programme of University extension work, which would enable the Universities to go out periodically to their constituent Colleges and other allied educational and cultural institutions within their respective jurisdictions, so as to enable them to share in their educational facilities and services afforded by the University concerned to bring them closer to the University.

(*Vide* Appendix C for note by the Calcutta University).

*Calcutta University*

The Committee considered the propositions referred to it and *resolved*, after a discussion of the various issues, to report as follows:—

### III. Post-Graduate Education in Arts and Science; Professional Education (Undergraduate and Post-graduate).

1. (i) This Conference is of opinion that so long as English remains the language of the Law courts in this country, the minimum qualification necessary for those who wish to enter upon a Degree course in Law should be a Degree in any Faculty.

(ii) This Conference notes that an experiment is being conducted in the Andhra University with a three-year undergraduate course for Law after the Intermediate and would like to watch this experiment for a period of five years.

(iii) This Conference is of opinion that the duration of the Law Degree course should be a minimum period of two years, full-time, after obtaining a Degree.

(iv) While the Conference does not recommend the combination of any other course with legal studies, in case such combinations are permitted by Universities, the course must be spread over a period of at least three years; but if such combination is permitted, it should be confined to the subjects of Humanities and should in no case be combined with the study of Science subjects.

(v) This Conference is of opinion that the Universities may be given the option of introducing in the B.A. Degree course general principles of Law of Legislation or Constitution provided Law is one of the optional or elective subjects.



(vi) The Conference recommends to the Faculties of Law in the Universities that optional subjects should be provided for further study after the Degree course.

(vii) This Conference suggests that a uniform nomenclature be adopted in all Universities for the Degree in Law, viz., LL.B., LL.M., LL.D., instead of B.L., M.L., and D.L. respectively.

2. (i) This Conference is of opinion that there should be uniformity in regard to the duration of the Engineering Degree course in the Universities.

(ii) This Conference is of opinion that the minimum period of training for a Degree in Engineering should be not less than four years, but during this course, periods of practical training may also be included. Should the practical training be not included or be not sufficient, an additional period of practical training should be required after the candidate has finished his four-year degree course.

(iii) This Conference is of opinion that both the Central and the Provincial Governments and leading Industrial concerns should afford all possible facilities for practical training to Engineering students of the University.

#### V. Entrance Qualification—

1. This Conference understands that this subject has been referred to the Standing Committee of the Inter-University Board and will await its considered opinion.

2. This Conference is of opinion that every University has the right to prescribe its entrance examination.

#### VI. Programme of University Extension Work—

This Conference is of opinion that the question of formulating a programme of University Extension work enabling Universities to go out periodically to their Constituent Colleges and also for purposes of establishing Inter-University contacts be placed before the Standing Committee of the Inter-University Board, and that the Standing Committee be requested to place concrete proposals before the Inter-University Board for consideration.

P. N. BANERJEE,  
*Chairman.*



# Minutes of the Meeting of the Committee C of the Inter-Universities' Conference.

The Committee met at 2-30 p.m. on the 29th and 30th December 1948.

## *Present:*

Mr. S. Govindarajulu Naidu (*Chairman*)

Dr. V. S. Krishna (*Reporter*)

Mr. H. C. Papworth

Pandit K. L. Dubey

Prof. Dewan Chand Sharma

Dr. Syed Husain

Prof. Habibur Rahman

Mr. M. M. Varma

Prof. U Ba

Dr. M. D. Ratnasuriya

Mr. S. R. Dongerkery

Mr. H. Mahapatra

Mr. G. V. Krishnaswami Aiyangar

Mr. N. V. Thadani

Mr. R. R. Thomas

Mr. B. R. Saksena

Dr. V. S. Ram

Dr. A. B. Misra

## *Subjects referred to the Committee*

IV. The position of languages, Provincial, Federal and Foreign, in University courses of studies.

1. To consider in all its bearings the question of the medium of instruction for higher education in Indian Universities in the light of the resolutions issued on the subject by the Government of India.

### *Delhi University*

2. Attitude to be taken by Universities when directions are received from Governments as in the case of the Government of India's resolution with regard to the medium of instruction.

### *Madras University*

3. In view of the fact that gradually English is to be replaced as medium of instruction by the State (regional) languages to consider what additional requirements should



be satisfied to maintain the present equivalence of examinations of the various Universities.

*Rajputana University*

VIII. Regional planning of Universities and conditions for starting Universities.

IX. Other items.

1. To consider the question of mutual recognition of the examinations and courses of study prescribed by the Universities having a three-year degree course, so as to afford facilities for migration of students among Universities having the Intermediate and two-year degree courses, and Universities having a three-year degree course (Pass and Honours) after passing the Higher Secondary Examination or one-year post-matriculation course.

(*Vide* Appendix D for note by Delhi University).

*Delhi University*

2. In view of the fact that (a) collegiate institutions cannot admit all would-be eligible entrants and the fact (b) serving adults desire to wish to improve their qualifications by passing University examinations, to consider the desirability of Universities adding an external side to their activities so that persons who are not regular members of the University or full-time *bona fide* students could yet secure University degrees which may be distinguished from those to be obtained by regular (internal) students.

*Rajputana University*

3. That the Inter-University Board publish a Journal of Indian Universities as an organ of opinion, comment and report and as a clearing house of information on all matters relating to University teaching work, research and administration.

*Mysore University*

4. To consider the desirability of giving the various diplomas, degrees, etc., of the Universities in the State (regional) language and/or the Federal (national) language and/or English (an international language).

*Rajputana University*

After a full and detailed discussion on the 29th and 30th December, 1948 of Subjects IV, VIII and IX, the Committee recommended the following resolutions for adoption by the Conference.



*Subjects IV (1), (2), and (3) and Subject IX (4).*

This Conference recommends that these questions be referred in the first instance to the Universities for favour of consideration and expression of opinion on all the matters arising out of them and the opinions so obtained be referred to the Standing Committee.

*Subject VIII.* Regional planning of Universities and conditions for the establishment of new Universities.

This Conference is of the opinion that consideration of this be deferred pending the Report of the Universities Commission.

*Subject IX (1)*

This Conference recommends that the University of Delhi be informed that if they send any new proposals in the matter they will be considered and forwarded to the other Universities.

*Subject IX (2)*

This Conference is of the opinion that consideration of this be deferred pending the Report of the Universities Commission.

*Subject IX (3)*

This Conference recommends that the Standing Committee be requested to consider the feasibility of publishing a Journal of Indian Universities.

V. S. KRISHNA,  
*Reporter.*

S. GOVINDARAJULU,  
*Chairman of Committee (C).*



# PROCEEDINGS

*Friday, the 31st December 1948*

The Plenary Session of the Sixth Quinquennial Inter-Universities Conference, was held at 10-30 a.m. on Friday, the 31st December 1948, in the Senate House, Madras. Dr. Sir A. Lakshmanaswami Mudaliar was in the Chair.

The Chairman addressed the Conference and said that the Committees that were appointed had concluded their labours and their recommendations were contained in the printed reports. The Chairman continued: Gentlemen, I should like to express my thanks to the Chairmen and to the Reporters of the three Committees for the expeditious manner in which they have conducted the proceedings and for the conclusions that they have arrived at. I am not saying anything about the merits or the demerits at present of their conclusions. It is a very good thing indeed that they have arrived at conclusions in the short time available. I understand that considerable discussion had already taken place in the various committees and to that extent perhaps discussion on the same scale may not be necessary here. I propose reading out the subject and requesting the Chairman or the Reporter in his absence to explain, if there is anything to be explained, about the scope of the resolutions. If you have any remarks to offer, you are welcome to do so, and then the resolution will be put to vote.

I. Principles Governing State Aid to Universities—Finances of Universities.

In the absence of Sir V. N. Chandavarkar, Mr. M. S. Doraiswami, Reporter, presented the resolution as drafted by the Committee. He explained that subsequent to the drafting of the resolution and its submission to the Secretary of the Conference, the Chairman of the Committee felt that he would like to move an amendment omitting the words “and that it should be attached to the Ministry of Finance” occurring in the second paragraph of the resolution. He felt that the expression ‘on the model of the University Grants Committee of the United Kingdom’ would cover this point also, as the University Grants Committee in the United Kingdom was under the Treasury.

“This Conference is of the opinion that the provision of adequate teaching, study and research on a University level is essential to the wellbeing of a modern State. The Government of India and the Provincial Governments have there-



fore the responsibility of seeing that such provision is made. The Government of India and the Provincial Governments are requested to aid the Universities on an increasingly generous scale with grants (both recurring and non-recurring) for carrying out schemes of expanding their present activities and for promoting research in all subjects."

"While appreciating the efforts of the Government of India in helping the Universities by their policy of making grants available to them through the University Grants Committee, this Conference is of opinion that the University Grants Committee should be reconstituted on the model of the University Grants Committee of the United Kingdom with a full-time Chairman and that it should be attached to the Ministry of Finance. To carry out its duties successfully the University Grants Committee should have an adequate Secretariat of its own so that applications for grants from the Universities may be expeditiously dealt with and that it should be empowered to disburse the grants to the Universities without the need for further reference to any other Department of Government."

Dr. C. R. Reddy suggested that the amendment proposed did not appear to be necessary inasmuch as the words have been put in there by way of abundant caution. What was implied in the first portion has been made explicit in the second and when they were dealing with Governments, he felt that it would be better to be as explicit as possible.

He also suggested the omission of the word 'other' in the penultimate line of the resolution.

Thirdly, he would like to point out, that recently there have been instances where an attempt was being made to apply the Grants-in-Aid system to the Universities. He felt that that system was wholly inapplicable to the Universities. In addition he felt that the expression 'aid the Universities' occurring in the first part of the resolution was likely to be used by some clever Secretariat officials as a recognition by the Conference of the applicability of the Grants-in-Aid principle. He therefore suggested the addition of a third paragraph to the resolution as follows:

"This Conference is of opinion that the principles of Grants-in-Aid are not applicable to the Universities."

Mr. Basheer Ahmed Sayeed felt that the amendment as suggested by the Chairman of the Committee was neces



sary. In this country there were many difficulties which would have to be faced. He felt, having their own traditions in India, that it might not be possible to model the University Grants Committee on the lines of the one existing in the United Kingdom. There might be some need for modifications.

Chairman: I shall first deal with the third amendment suggested by Dr. Reddy, because there cannot be two opinions about it. The following may be added as paragraph 3 to the resolution, viz.:

“This Conference is of opinion that the principles of Grants-in-Aid are not applicable to the Universities.”

The amendment was *carried*.

Dealing with the amendment for the deletion of the words “and that it should be attached to the Ministry of Finance” the Chairman suggested that the present practice of the University Grants Committee being under the Education Department be continued, for at least they could have some moral pressure on that Department. He did not favour the idea of the Committee being under the Finance Department.

Prof. Meghnad Saha strongly felt that the words should be retained. If the University Grants Committee was under the Education Ministry, they would have to refer every proposal to the Ministry of Finance which he felt was the biggest bottleneck. He felt that if the University Grants Committee was placed under the Ministry of Finance the bottleneck would be removed and the Committee would be free to disburse the grants.

Dr. G. S. Mahajani stated that he was in favour of the deletion of the words. He felt that if the words were retained it would give an impression that their present connexion with the Ministry of Education was not satisfactory. He wanted that that impression should not be conveyed even indirectly. He therefore felt that it was right on the part of the House to delete the words, because the substance of what they wanted have already been achieved by the words, that the Committee should be on the model of the U. K. Committee.

The amendment was put to vote; 15 voted for and 13 against.



The amendment was declared *carried*.

Dr. C. R. Reddy suggested that the word 'general' might be inserted before the word 'model' in the second paragraph of the resolution.

This was accepted.

The resolution as amended read as follows:

I. Principles governing State Aid to Universities—  
Finances of Universities.

This Conference is of the opinion that the provision of adequate teaching, study and research on a University level is essential to the wellbeing of a modern State. The Government of India and the Provincial Governments have therefore the responsibility of seeing that such provision is made. The Government of India and the Provincial Governments are requested to aid the Universities on an increasingly generous scale with grants (both recurring and non-recurring) for carrying out schemes of expanding their present activities and for promoting research in all subjects.

While appreciating the efforts of the Government of India in helping the Universities by their policy of making grants available to them through the University Grants Committee, this Conference is of opinion that the University Grants Committee should be reconstituted on the general model of the University Grants Committee of the United Kingdom with a full-time Chairman. To carry out its duties successfully the University Grants Committee should have an adequate Secretariat of its own so that applications for grants from the Universities may be expeditiously dealt with and that it should be empowered to disburse the grants to the Universities without the need for further reference to any Department of Government.

This Conference is of opinion that the principles of Grants-in-Aid are not applicable to the Universities."

The Resolution as amended was *adopted*.

*Item I No. 2.* The Resolution was presented by Mr. M. S. Doraiswami which read as follows:

2. While appreciating the policy of the Government of India and the Provincial Governments to assist the growth and expansion of University education by financial grants, this Conference places on record its emphatic opinion that



the autonomy and independence of the Universities receiving such grants should not in any way be interfered with.

The Resolution was *adopted unanimously*.

*Item II.* Universities and Public Services.

Mr. M. S. Doraiswami presented the following Resolution as drafted by the Committee: Mr. Doraiswami explained that the resolution was necessitated by a specific instance where the Bombay Port Trust in inviting applications advertised for Graduates of Indian Universities along with those possessing Senior Cambridge Certificate.

This Conference wishes to draw the attention of the Government of India, the Provincial Governments and all Statutory Local Authorities to the fact that it is very desirable in inviting applications for posts under the Governments and other statutory bodies the degrees of the Indian Universities ought to be given their due value and not placed in a disadvantageous position in comparison with distinctly inferior foreign qualifications.

Dr. A. Chidambaranatha Chettiar suggested the deletion of the word 'distinctly' in the penultimate line of the resolution.

Dr. N. V. Thadani suggested that both the words 'distinctly inferior' might be deleted.

Mr. H. C. Papworth felt that simply because the Bombay Port Trust made a mistake, it should not be a ground for sending an omnibus resolution like this to all Governments, Central and Provincial, and to all local authorities etc.

The Chairman stated that it was just an innocuous resolution which safeguarded the Indian Universities' standards which they wished should not be considered as inferior to other foreign qualifications. He felt that it would not be anything wrong if they just mentioned their view clearly to the Governments and other statutory authorities. He suggested the following amended version of the resolution:

"This Conference wishes to draw the attention of the Government of India, the Provincial Governments and all Statutory Local Authorities to the fact that it is very desirable in inviting applications for posts under the Governments and other statutory bodies the degrees of the Indian Universities ought to be given their due value and not placed



in a disadvantageous position in comparison with similar foreign qualifications.”

Dr. C. R. Reddy suggested that other things being equal, preference might be given to qualifications of Indian Universities. He felt that it would be more positive.

Dr. G. S. Mahajani did not agree with the suggestion made by Dr. C. R. Reddy. As an academic body he thought they should not ask for preferential treatment. He could understand the omission of the words ‘distinctly inferior’. If any preference was to be given, then he felt that people who got educated in foreign countries and obtained equally good qualifications as any in the Indian Universities would be at a disadvantage. That would mean going from one extreme to another. He would support the resolution as amended by the Chairman.

Dr. C. R. Reddy *withdrew* his amendment.

The resolution as read by the Chairman was *carried unanimously*.

*Item III.* Post-Graduate Education in Arts and Science;

On behalf of Committee B, Prof. P. N. Banerjee, Chairman of the Committee presented the following resolution for adoption:

1. (i) This Conference is of opinion that so long as English remains the language of the Law courts in this country, the minimum qualification necessary for those who wish to enter upon a Degree course in Law should be a Degree in any Faculty.

(ii) This Conference notes that an experiment is being conducted in the Andhra University with a three-year undergraduate course for Law after the Intermediate and would like to watch this experiment for a period of five years.

(iii) This Conference is of opinion that the duration of the Law Degree course should be a minimum period of two years, full-time, after obtaining a Degree.

(iv) While the Conference does not recommend the combination of any other course with legal studies, in case such combinations are permitted by Universities, the course must be spread over a period of at least three years; but if such combination is permitted, it should be confined to the subjects of Humanities and should in no case be combined with the study of Science subjects.



(v) This Conference is of opinion that the Universities may be given the option of introducing in the B.A. Degree course general principles of Law of Legislation or Constitution provided Law is one of the optional or elective subjects.

(vi) The Conference recommends to the Faculties of Law in the Universities that optional subjects should be provided for further study after the Degree course.

(vii) This Conference suggests that a uniform nomenclature be adopted in all Universities for the Degree in Law, viz., LL.B., LL.M., LL.D., instead of B.L., M.L., and D.L. respectively.

Explaining items (i) to (v) Prof. Banerjee said that the resolution followed the practice obtaining in some of the Universities in India today.

Taking item (vi) Prof. Banerjee said that the resolution has become necessary because the law courses covered more or less the fundamentals of law, subjective and objective. The sphere of legislation has been expanding. The future Constitution of India was going to be a written one and in view of that he felt that after the degree courses suitable optional courses in law for advanced study and research should be introduced in the Universities.

As regards item (vii) he stated that the change in the nomenclature did not need legislation. He suggested that it was necessary for the sake of uniformity.

In reply to a question from Mr. C. Mahajan the Chairman stated that the words "any Faculty" in item (i) included the medical faculty.

Replying to Dr. C. R. Reddy as to why Science students have been excluded, Prof. Banerjee stated that science students were to work in the laboratories and therefore combination was not feasible in their cases. He felt that it was first impracticable and also it was not desirable to encourage a post-graduate student in science to take to law before he finished his graduate study.

Dr. G. S. Mahajani wanted to know whether students who have taken mathematics were also excluded, though they had no practical work to attend to.

Prof. Banerjee stated that except in the case of applied mathematics the students might be allowed to take the law course.



Prof. L. R. Sivasubramanian wanted to know whether those who have taken degrees in Oriental Learning, but who had practically no knowledge of English, would also be eligible to be admitted to the law course. He would suggest a draft amendment to the effect "in no case be combined with the faculty of arts, science, medicine or engineering" or something like that.

The Chairman stated that a Bachelor of Oriental Learning in Madras got some amount of English learning also.

Pandit Govind Malaviya pointed that even now they were not admitting people holding degrees of oriental learning to the law course. The Universities had discretion in the matter.

Dr. A. Chidambaranatha Chettiar suggested that the addition of the words at the end of the para, "wherever there is provision for English" would meet the problem.

The Chairman did not think that even that was necessary, because the resolution was only a permissive one. It was open to the University not to allow the holder of a degree which was not suitable. It only said that they must have a degree. It did not say that every degree entitles a person for admission. From that point of view, the Chairman said the interpretation was fairly clear, that it meant a degree acceptable to the University for entrance.

To meet the point raised by Dr. Mahajani about the students taking Mathematics, the Chairman suggested the alteration of the word "Science" at the end of paragraph (iv) of the resolution into "Physical and Biological Science".

The alteration was *accepted*.

Prof. L. R. Sivasubramanian suggested that clause (v) might be amended as follows:

"This Conference is of opinion that the Universities may introduce in the B.A. Degree course general principles of Law of Legislation or Constitution as optional or elective subjects."

The amendment was *accepted*.

The resolution as amended was *carried*. The amended resolution read as follows:

III. Post-Graduate Education in Arts and Science; Professional Education (Undergraduate and Post-graduate).



1. (i) This Conference is of opinion that so long as English remains the language of the Law courts in this country, the minimum qualification necessary for those who wish to enter upon a Degree course in Law should be a Degree in any Faculty.

(ii) This Conference notes that an experiment is being conducted in the Andhra University with a three-year undergraduate course for Law after the Intermediate and would like to watch this experiment for a period of five years.

(iii) This Conference is of opinion that the duration of the Law Degree course should be a minimum period of two years, full-time after obtaining a Degree.

(iv) While the Conference does not recommend the combination of any other course with legal studies, in case such combinations are permitted by Universities, the course must be spread over a period of at least three years; but if such combination is permitted, it should be confined to the subjects of Humanities and should in no case be combined with the study of Physical and Biological Science subjects.

(v) This Conference is of opinion that the Universities may introduce in the B.A. Degree course general principles of Law of Legislation or Constitution as optional or elective subjects.

(vi) The Conference recommends to the Faculties of Law in the Universities that optional subjects should be provided for further study after the Degree course.

(vii) This Conference suggests that a uniform nomenclature be adopted in all Universities for the Degree in Law, viz., LL.B., LL.M., LL.D., instead of B.L., M.L., and D.L. respectively.

### III. (2): Post-graduate Education—Engineering

Prof. P. N. Banerjee explained the genesis of the question. It was due to the difference in the periods of practical training in Calcutta and Aligarh Universities. He said that the Committee B had passed the following resolution:

2. (i) This Conference is of opinion that there should be uniformity in regard to the duration of the Engineering Degree course in the Universities.

(ii) This Conference is of opinion that the minimum period of training for a Degree in Engineering should be not less than four years, but during this course, periods of practical training may also be included. Should the



practical training be not included or be not sufficient, an additional period of practical training should be required after the candidate has finished his four-year degree course.

(iii) This Conference is of opinion that both the Central and the Provincial Governments and leading Industrial concerns should afford all possible facilities for practical training to Engineering students of the University.

On the motion of Dr. C. R. Reddy the following words were added after the words 'additional period of practical training' in clause (ii) of the resolution:—'of not less than 180 days.'

The Resolution as amended was *adopted*.

The amended resolution read as follows:—

2. (i) This Conference is of opinion that there should be uniformity in regard to the duration of the Engineering Degree course in the Universities.

(ii) This Conference is of opinion that the minimum period of training for a Degree in Engineering should be not less than four years, but during this course, periods of practical training may also be included. Should the practical training be not included or be not sufficient, an additional period of practical training of not less than 180 days should be required after the candidate has finished his four-year degree course.

(iii) This Conference is of opinion that both the Central and the Provincial Governments and leading Industrial concerns should afford all possible facilities for practical training to Engineering students of the University.

IV. (1), (2), (3) and IX (4).

*The position of languages, Provincial, Federal and Foreign, in University Courses of Studies.*

Sri S. Govindarajulu Naidu (Chairman of Committee C) explained the resolution of the Committee on the subject. He said that the question involved many educational considerations which varied in different Universities. Without obtaining definite information from the various Universities with regard to the difficulties involved, it would be a serious mistake for the Conference to commit itself to any view on the subject. There was the need for a common medium of instruction in all the Universities if isolation of Universities was not to take place. On the other hand, for the sake



of educational soundness, there was the important consideration that a student should have his instruction through the medium of his mother-tongue. The members of the various Universities who participated in the discussion of the question in the Committee C had become aware of the difficulties in the various Universities. They would place the matter before their Universities and get the considered opinion of the competent authorities in the Universities on the question of the medium of instruction. The Vice-Chancellors alone were not authorised to decide the question. Until the considered opinion of the various Universities was available, it was not desirable for the Conference to express any opinion on the subject. Therefore the recommendation of the Committee was as follows:

*"Subjects IV (1), (2) and (3) and Subject IX (4)*

This Conference recommends that these questions be referred in the first instance to the Universities for favour of consideration and expression of opinion on all the matters arising out of them and the opinions so obtained be referred to the Standing Committee."

The Resolution was *carried*.

#### *V. Entrance Qualification to Universities.*

Prof. P. N. Banerjee, Chairman of Committee B explained to the Conference that the following resolution had been passed by his Committee with regard to the qualification for entrance to Universities:

"1. This Conference understands that this subject has been referred to the Standing Committee of the Inter-University Board and will await its considered opinion.

2. This Conference is of opinion that every University has the right to prescribe its entrance examination."

Dr. A. Chidambaranatha Chettiyar (Annamalai University) suggested the deletion of the first part of the resolution and amending the second part of the resolution so as to draw attention to the need for having a common standard for the entrance examinations.

Pandit K. L. Dubey (Nagpur) said that it was the inherent right of every University to prescribe its own entrance qualification. There was no need for a resolution on the subject.



The Chairman (Dr. Sir A. Lakshmanaswami Mudaliar) pointed out that from the discussions on the previous day it appeared that that inherent right had been questioned in Bombay, for instance. The second part of the resolution concerned the Universities themselves and not the Universities *vis-a-vis* the Government.

Dr. C. R. Reddy (Andhra University) said that the right of the Universities in this matter was already being questioned both directly and indirectly by some Governments. The high schools had been practically banned from organising the matriculation classes. No impediments should be placed in the way of the high schools organising matriculation classes. The Universities should act together in unison as far as possible. With regard to the first part of the resolution, he did not want that the two things should be mixed up. They had already a matriculation examination in running order and it should not look as though they affirmed a principle and not operated it until the Standing Committee reported.

The resolution was finally *passed* in the following form:

“(1) This Conference is of opinion that every University has the right to prescribe its own entrance qualification, the question of adopting uniform minimum standards for entrance to be considered after the Standing Committee has reported on the subject.

(2) This Conference is further of opinion that High Schools should have the liberty of organising classes for the matriculation examination of the Universities within whose jurisdiction they are situate.”

#### *VI. Programme of University Extension Work*

Prof. P. N. Banerjee (Calcutta) explained the resolution on the subject. The first part of the resolution wanted that where there was a University with its constituent and affiliated colleges, a scheme should be formulated by the Standing Committee under which a professor in one college may periodically visit other colleges and deliver lectures. The second part of the resolution contemplated Inter-University contacts, by which a professor in one University would be asked to go to another University for short periods of 15 days or one month, deliver lectures there and come into contact with the students and teachers of that University. This proposal was mooted before the Commonwealth Conference and also at the UNESCO Conference. For example there



was very little contact between the Universities in the north and those in the south. The Standing Committee should formulate a scheme by which the experience and learning of the wisest and best men would be available to all.

The following resolution was *passed* by the Conference:

*VI. Programme of University Extension Work—*

This Conference is of opinion that the question of formulating a programme of University Extension work enabling Universities to go out periodically to their Constituent Colleges and also for purposes of establishing Inter-University contacts be placed before the Standing Committee of the Inter-University Board, and that the Standing Committee be requested to place concrete proposals before the Inter-University Board for consideration.

*VII. Staffing of Universities and terms of service of Teaching Staff*

In the absence of Sir V. N. Chandavarkar, (Chairman of Committee A which dealt with the resolution of the Mysore University), Mr. M. S. Doraiswami explained that the Committee had passed the following resolution on the proposal of the Mysore University:

This Conference recommends that this \*resolution on the staffing of Universities and terms of service of teaching staff sent by the University of Mysore be referred to the Standing Committee of the Inter-University Board for collection of full and detailed data from all the Universities regarding (1) the status and salaries of teachers (both in Universities and affiliated colleges); (2) provident fund and leave facilities; and (3) hours of work per week including undergraduate and post-graduate; and to report to the Inter-University Board whether it is desirable and feasible to lay down any uniformity in salary scales, designations, periods of teaching work etc. for the guidance of the Universities in India.

*\*VII.*

That in view of the need for interchange of teaching personnel for certain specified periods as between the several Indian Universities, the desirability of instituting uniformity in salary scales and designations of the University teaching staff may be considered.

Dr. C. R. Reddy said that if the object of the resolution was merely to facilitate the interchange of professors, it was



not necessary to go into all the matters mentioned in the resolution. It was purely an *ad hoc* matter and did not require all this systematisation, classification and clarification. The Conference should merely affirm the desirability of interchange of professors on such terms as may be agreed to between the Universities concerned.

Prof. P. N. Banerjee agreed with Dr. C. R. Reddy and explained the arrangements made by the Calcutta University for the interchange of Professors with the University of Rome.

The Chairman (Dr. Sir A. Lakshmanaswami Mudaliar) said that the preamble to the resolution speaking about the interchange of professors need not be taken as the main thing. The Mysore University wanted the whole question of the conditions of service of teachers to be investigated. There was a great deal of agitation in the minds of the teachers of the various Universities as regards salaries, provident fund, etc., and it was the business of the Inter-University Board to use its good influence in this respect. The information mentioned in the resolution would give the necessary data for the amelioration of the condition and status of the teachers, as well as for the interchange of professors.

The resolution was *carried*.

#### *VIII. Regional planning of Universities and conditions for the establishment of new Universities*

Sri S. Govindarajulu Naidu (Chairman of Committee C) said that it was not clear from the agenda which University sponsored this resolution. A Universities Commission had been appointed on the suggestion of the Inter-University Board. They could wait for the recommendations of the Commission and take advantage of their wisdom and the facts collected by them with regard to the present regional arrangement of the Universities and the conditions for the establishment of new Universities. The following resolution was then passed:

“This Conference is of the opinion that consideration of this be deferred pending the Report of the Universities Commission.”

#### *IX. (1) Delhi University's resolution regarding mutual recognition of the examinations.*

Sri S. Govindarajulu Naidu (Chairman of Committee C) said that certain difficulties arose with regard to two or three



Universities which had a degree course extending over three years, in the matter of the admission in other Universities of students who left the University before taking their degrees. The University of Delhi had reported that four Universities had not been able to accept their students before they had completed their course. The view of the Committee which considered the proposal of the Delhi University was that having once commended to the Universities to deal with this question sympathetically, there was nothing more that the Inter-University Board could do. If the Universities found it possible to take such students they would no doubt do so. If they were unable to take them, the view of the Committee was that no second recommendation on the same subject in the same terms should be sent to the Universities. He suggested that the University of Delhi might be informed that if they had any fresh scheme, they might put it up to the Inter-University Board and the Board would consider it and make its recommendations to the Universities accordingly.

After some discussion regarding procedure in the Inter-University Board and the Standing Committee, the following resolution was *passed*:

*Subject IX (1):*

“This Conference recommends that the University of Delhi be informed that if any new proposals in the matter are received from the Delhi University or other Universities, they will be considered by the Standing Committee and forwarded to the Universities.”

*IX (2) Addition of an external side to the Universities.  
(Proposal of the Rajputana University)*

Sri S. Govindarajulu Naidu (Chairman of Committee C) explained that in regard to the proposal of the Rajputana University, his Committee thought that it would be better to wait till they got more material on the subject from the recommendations of the Universities Commission. The following resolution was *passed* by the Conference:

*Subject IX (2):*

“This Conference is of the opinion that consideration of this be deferred pending the Report of the Universities Commission.”



### *IX (3) Journal of Indian Universities*

Sri S. Govindarajulu Naidu (Chairman of Committee C) said that however desirable a Journal might be, his Committee did not have any idea of the financial implication of the scheme and the ability of the Inter-University Board to meet it and also whether the staff that was available to the Inter-University Board would be able to do this work. Therefore, his Committee resolved that the subject might be considered by the Standing Committee and reported upon.

The Conference *passed* the following resolution:

#### *IX (3):*

“This Conference recommends that the Standing Committee be requested to consider the feasibility of publishing a Journal of Indian Universities.”

#### Chairman's concluding address:

Gentlemen, this brings us to the conclusion of our labours. I wish to take this opportunity to express my grateful thanks to the delegates who have attended the Conference and contributed to its deliberations and helped to finish the work in such an expeditious manner. It may be asked, “What is the objective result of such conferences?” I think the intangible results of such a conference are far more important than the tangible results—the resolutions. On this occasion, having attended every quinquennial conference since 1929, I must express my great gratification for the opportunity afforded to all of us to come into personal contact with each other. The discussions we have had with the several new members of the University Executives, the different Vice-Chancellors, have given me hope, very great hope indeed, for the future of Universities in general in this part of the world. It has been a great and pleasant surprise to know that so far as our ideals and objectives are concerned, there is a unanimity of opinion and feeling and that it is worth being copied by other similar bodies. I think we can say that in regard to the fundamentals of University Education in this transitional period, we know exactly where we stand and how we should acquit ourselves. I need not say more on this subject. The times are such that it is most necessary for everyone of us to take an active interest in matters pertaining to University education and should not hesitate to give our free and unbiased opinion when the occasion arises so that the authorities concerned may be in



a position to know exactly what academic opinion in its best sense means and implies.

I should also like to express my very great gratitude to the Vice-Chancellors who have come here at considerable difficulty and spent so many days with us. Many of them are persons with exacting duties in other spheres of responsibility. It is exceedingly kind of them to have come here and participated in the discussions and helped us to get on with the work. I would like to state that one of the important resolutions that have been passed by the Inter-University Board refers to the establishment of a Standing Committee. This Standing Committee was established two or three years ago and the work of the Standing Committee has given us an impression that it is the most useful channel through which the real work of the Inter-University Board can be carried on throughout the year. A change has been made this year by which the President of the Inter-University Board will be a member of the Standing Committee and there will be an elected Chairman of the Standing Committee for a period of two years. In my view this will be to the advantage of the Standing Committee as it may give a certain amount of continuity to the deliberations and the executive functions of the Standing Committee. I would request all Members connected with the Universities, particularly the Vice-Chancellors to be so kind as to take a little more seriously the recommendations sent out by the Standing Committee of the Inter-University Board and be a little more prompt in replying to the queries sent out by the Board. The future of the Universities is indissolubly connected with the strengthening of the Inter-University Board and anything that you may do to strengthen the Board will either directly or indirectly strengthen your own University. It is an old truism. During the course of the year, the Standing Committee will have several subjects referred to it. Therefore it is more than likely that a number of questionnaire will be sent out. I hope also that the Universities will take full advantage of the visit of the Universities Commission and discuss with them all the problems pertaining to the University. I now speak as a Vice-Chancellor and not as a Member of the Universities Commission. Every Member of the Universities Commission is most anxious to know from the Universities what their difficulties are so that the Commission may be able to make suitable recommendations to the Government when the occasion comes. I do hope that every Uni-



versity will wholeheartedly co-operate by replying to the somewhat lengthy questionnaire as completely as possible and place before the Commission all the relevant facts pertaining to the Universities. If I may venture to say so, as a Vice-Chancellor, I do not think it is the objective of the Universities Commission to form itself into an Inquisition or hold a postmortem on University education in this country. The object is entirely to understand the real facts and appreciate them and, in the small measure in which it may be granted to them, to commend the work of the Universities to the profit of the country as a whole. I have no doubt that my appeal will not be in vain.

Lastly I would like to add that it has been a great pleasure and privilege to us in Madras to have welcomed you all here and to have had an opportunity of meeting such distinguished educationists from all over India, Burma and Ceylon. We extended to you our cordial welcome and now we thank you for your kind response.

I would be failing in my duty if I did not express my most grateful thanks to the band of volunteers, particularly the lady volunteers, Dr. George Kuriyan and the young ladies and gentlemen, the research students of the University who have given their most valuable time and what is more than that, who have shown the pleasantest method of approach and reception. I should also like to give my grateful thanks to my Registrar Mr. R. Ravi Varma, the Manager Mr. D. Narayana Ayyar and other Members of the Staff including my Personal Assistant Mr. P. S. Vaidyanathan for the exceedingly kind manner in which they have conducted the affairs of the Conference. I thank you all once more, Gentlemen.

Dr. Ramalinga Reddi said:

Gentlemen, it has been the custom and convention at these quinquennial conferences to allow the oldest Vice-Chancellor to propose a vote of thanks to the Chairman of the year. I am sure I am voicing the feelings of everyone here when I say how grateful we are all to you, Mr. Chairman and to your colleagues for the excellent arrangements made both in the matter of the provision of our creature comforts and also for the successful deliberations of these several academic bodies. I too have attended a good number of such conferences. Though I am your neighbour, I am not saying this in a spirit of prejudice or partiality, I can



not remember any session which has been more successful in its operation, and more enjoyable for the stay of the guests. On behalf of the Quinquennial Conference and on behalf of the Inter-University Board, I beg to convey to you Sir, and to the Madras University in general and the Syndicate, to your able Registrar and all people concerned our most grateful acknowledgments for the hospitality shown and the arrangements made for us. Everything has been looked after so happily, and, if we part, we part with pleasure on one side and regret on the other and with hope of being re-invited by you. (Cheers.)

Pandit K. L. Dubey said: Fellow delegates, I wish to associate myself with the kind sentiments expressed by my respectable colleague Dr. C. R. Reddi. We are all overwhelmed with your lavish hospitality and we request you to convey to your associates that we carry with us the happiest memories of the pleasant days spent here under your parental care.

Mr. S. Mathai (Secretary, Inter-University Board) thanked the Chairman and the delegates and added that but for the excellent arrangements made by the Chairman, and the great assistance given by him, it would not have been possible to conduct the proceedings as successfully as they have been able to do.

The business on the agenda being over the conference closed at 12 noon.

S. MATHAI,  
*Secretary.*

A. L. MUDALIAR,  
*Chairman.*



## **RESOLUTIONS AS PASSED BY THE CONFERENCE**

### **I. Principles governing State Aid to Universities— Finances of Universities.**

This Conference is of the opinion that the provision of adequate teaching, study and research on a University level is essential to the wellbeing of a modern State. The Government of India and the Provincial Governments have therefore the responsibility of seeing that such provision is made. The Government of India and the Provincial Governments are requested to aid the Universities on an increasingly generous scale with grants (both recurring and non-recurring) for carrying out schemes of expanding their present activities and for promoting research in all subjects.

While appreciating the efforts of the Government of India in helping the Universities by their policy of making grants available to them through the University Grants Committee, this Conference is of opinion that the University Grants Committee should be reconstituted on the general model of the University Grants Committee of the United Kingdom with a full-time Chairman. To carry out its duties successfully the University Grants Committee should have an adequate Secretariat of its own so that applications for grants from the Universities may be expeditiously dealt with and that it should be empowered to disburse the grants to the Universities without the need for further reference to any Department of Government.

This Conference is of opinion that the principles of Grants-in-Aid are not applicable to the Universities.

2. While appreciating the policy of the Government of India and the Provincial Governments to assist the growth and expansion of University education by financial grants, this Conference places on record its emphatic opinion that the autonomy and independence of the Universities receiving such grants should not in any way be interfered with.

### **II. Universities and Public Services.**

This Conference wishes to draw the attention of the Government of India, the Provincial Governments and all Statutory Local Authorities to the fact that it is very desirable in inviting applications for posts under the Governments and other statutory bodies the degrees of the Indian Universities



ought to be given their due value and not placed in a disadvantageous position in comparison with similar foreign qualifications.

### III. Post-graduate education in Arts and Science; Professional education (Undergraduate and Post-graduate).

1. (i) This Conference is of opinion that so long as English remains the language of the Law courts in this country, the minimum qualification necessary for those who wish to enter upon a Degree course in Law should be a Degree in any Faculty.

(ii) This Conference notes that an experiment is being conducted in the Andhra University with a three-year undergraduate course for Law after the Intermediate and would like to watch this experiment for a period of five years.

(iii) This Conference is of opinion that the duration of the Law Degree course should be a minimum period of two years, full-time after obtaining a Degree.

(iv) While the Conference does not recommend the combination of any other course with legal studies, in case such combinations are permitted by Universities, the course must be spread over a period of at least three years; but if such combination is permitted, it should be confined to the subjects of Humanities and should in no case be combined with the study of Physical and Biological Science subjects.

(v) This Conference is of opinion that the Universities may introduce in the B.A. Degree course general principles of Law of Legislation or Constitution as optional or elective subjects.

(vi) The Conference recommends to the Faculties of Law in the Universities that optional subjects should be provided for further study after the Degree course.

(vii) This Conference suggests that a uniform nomenclature be adopted in all Universities for the Degree in Law, viz., LL.B., LL.M., LL.D., instead of B.L., M.L., and D.L. respectively.

2. (i) This Conference is of opinion that there should be uniformity in regard to the duration of the Engineering Degree course in the Universities.

(ii) This Conference is of opinion that the minimum period of training for a Degree in Engineering should be not less than four years, but during this course, periods



of practical training may also be included. Should the practical training be not included or be not sufficient, an additional period of practical training of not less than 180 days should be required after the candidate has finished his four-year degree course.

(iii) This Conference is of opinion that both the Central and the Provincial Governments and leading Industrial concerns should afford all possible facilities for practical training to Engineering students of the University.

*Subjects IV (1), (2) and (3) and Subject IX (4).*

The position of languages, provincial, federal or foreign in University courses of study.

This Conference recommends that these questions be referred in the first instance to the Universities for favour of consideration and expression of opinion on all the matters arising out of them and the opinions so obtained be referred to the Standing Committee.

#### V. Entrance Qualification—

(1) This Conference is of opinion that every University has the right to prescribe its own entrance qualification, the question of adopting uniform minimum standards for entrance to be considered after the Standing Committee has reported on the subject.

(2) This Conference is further of opinion that high schools should have the liberty of organising classes for the Matriculation examination of the Universities within whose jurisdiction they are situate.

#### VI. Programme of University Extension Work—

This Conference is of opinion that the question of formulating a programme of University Extension work enabling Universities to go out periodically to their Constituent Colleges and also for purposes of establishing Inter-University contacts be placed before the Standing Committee of the Inter-University Board, and that the Standing Committee be requested to place concrete proposals before the Inter-University Board for consideration.

#### VII. Staffing of Universities and terms of service of teaching staff.

This Conference recommends that this \*resolution on the staffing of Universities and terms of service of teaching



staff sent by the University of Mysore be referred to the Standing Committee of the Inter-University Board for collection of full and detailed data from all the Universities regarding (1) the status and salaries of teachers (both in Universities and affiliated colleges); (2) provident fund and leave facilities; and (3) hours of work per week including undergraduate and post-graduate; and to report to the Inter-University Board whether it is desirable and feasible to lay down any uniformity in salary scales, designations, periods of teaching work etc. for the guidance of the Universities in India.

\*VII. That in view of the need for interchange of teaching personnel for certain specified periods as between the several Indian Universities, the desirability of instituting uniformity in salary scales and designations of the University teaching staff may be considered.

*Subject VIII.* Regional planning of Universities and conditions for the establishment of new Universities.

This Conference is of the opinion that consideration of this be deferred pending the Report of the Universities Commission.

IX. Mutual Recognition of courses of studies and examinations prescribed by Universities having a three-year Degree course. (1) This Conference recommends that the University of Delhi be informed that if any new proposals in the matter are received from the Delhi University or other Universities they will be considered by the Standing Committee and forwarded to the Universities.

*Subject IX (2)*—Addition of an external side to Universities.

This Conference is of the opinion that consideration of this be deferred pending the Report of the Universities Commission.

*Subject IX (3)*—Journal of Indian Universities.

This Conference recommends that the Standing Committee be requested to consider the feasibility of publishing a Journal of Indian Universities.



## APPENDICES

### APPENDIX A

*Note by the Delhi University on item III (1)*

1. At present in all Universities in India, excepting in the Andhra and Bombay Universities, the minimum requirement is the possession of a Degree in Arts, Science or Commerce. In the Andhra University, a candidate who has passed the Intermediate Examination is eligible to be admitted to the LL.B. course subject to his undergoing a pre-legal course of one year and passing in an examination held at the end of that year. In Bombay a candidate who has passed the Intermediate Examination may, straightaway, be admitted to the LL.B. course.

2. In Calcutta, Dacca and the Punjab, the LL.B. course is of three years' duration; elsewhere it is of two years' duration. It is advisable to have some uniformity in this respect.

### APPENDIX B

*Note by the Andhra University*

*Objects and reasons for the proposition sent by the University*

The curricula prescribed for the School Final Course by the Madras Government does not provide for a good course in Mathematics for the School Final. At present fairly good portions of Geometry and Algebra are prescribed for those who select Mathematics as an optional. If there is no sufficient grounding in Mathematics in School Final, it will be very difficult to cover a larger ground in Intermediate in two years. Successful candidates in Intermediate are eligible for selection to Engineering Course which require a good knowledge of Mathematics. Recently the American Universities sent round a circular to Indian Universities drawing the latter's attention to the poor content of Mathematical knowledge possessed by Indian students who go to America for higher studies. It is, therefore, necessary that some uniform standards are maintained for entrance to University courses. The object of the resolution is to prevent every Provincial Government from ploughing its lonely furrow in regard to entrance to University courses and for that purpose to take co-ordinate action in the matter. In Madras,



S.S.L.C. qualifies for admission into University Courses. It may therefore become necessary for the University to have its own entrance examination if S.S.L.C. Curricula do not provide the requirements. The resolution is, therefore, sent for the purpose.

## APPENDIX C

### *Note by the Calcutta University*

In most of our Universities there is some kind of provision, in small or large scale, of Extension and Extramural lectures that are open to the students and teachers of the University as well as to the members of the public. In all such cases the lectures are held in the University where the people are invited to come and take advantage of the knowledge imparted through such lectures.

In most European and American Universities there has been long in practice another method as well of University Extension Work—a method by which the University itself goes out to reach the people. By means of home study courses adult-education classes, library service, extension classes and lectures outside of the University and recreational and cultural activities etc., the facilities and services of the University continuously flow to the people in an ever-widening stream. This method has been working very well and with very good results.

Our Universities may not yet be in a position to cover such wide fields of University Extension Work; nor are our people educationally and culturally ready to profit by such services yet. But there exists between our Universities and the constituent educational institutions of any given region (affiliated colleges; un-affiliated but allied institutions that supplement and complement the educational and cultural work done at the Universities) a wide gap that our Universities must try to fill up and bring all such institutions into closer contact with the Universities and within the orbit of our University Extension work. This can best be done not by asking these institutions to come to the University concerned but by the University going out to them periodically and cultivating a closer contact with them through extra-curricular educational work.

For example, a scheme may be drawn up by which the Universities, through one or two of their chosen representatives, preferably teachers, shall go to each of the respective



constituent and allied institutions, at least twice in one academic session, and shall take active part in the actual teaching, through a course of lectures or discussions, of a subject previously decided upon. Or, the University may organise a symposium or a series of demonstration talks in one or other of the constituent and allied institutions by rotation from time to time.

This would make the constituent and allied institutions feel that they are part and parcel of the University which they really are, and enable them further not only to share in the facilities and services afforded by the University but also to stimulate interest in the work done by the University on the one hand and by the constituent and allied bodies on the other by bringing them closer together in a more intimate contact.

## APPENDIX D

### *Note by Delhi University*

The Delhi University introduced a Three-year Degree Course, based on a reorganised scheme of Higher Secondary Education, in 1943 and requested the other Indian Universities to recognise the following Examinations of this University:—

Examination or Course of study in Delhi.	Suggested equivalent in other Indian Universities.	Delhi students to be eligible for admission as shown below, after passing examinations or completing course of study shown in (1).
(1) Qualifying Examination. Completion of 1st year B.A. or B.Sc. Pre-Medical Course Examination.	(2) Completion of 1st year Course of Intermediate. Intermediate Examination (Arts or Science). Intermediate Science (Medical Group).	(3) 2nd Year Intermediate. 1st Year B.A. or B.Sc. 1st Year Medical Course. 1st Year B.A. or B.Sc.

This matter was referred to the Inter-University Board and was discussed by the last Universities' Conference at their meeting held in December, 1943 and they passed the following resolution:

“XI. The Conference resolves that the suggestions of the Delhi University regarding the principle of reciprocity between Delhi and other Universities be communicated to other Universities and Boards of High



School and Intermediate Education for their sympathetic consideration.”

While a large number of the Universities have agreed to recognise these Examinations some Universities, e.g. Lucknow, Bombay, Andhra, Madras have not agreed to recognise some of the examinations. Delhi being the Capital of India, this University has to provide facilities for the migration of students who move to Delhi before completing the course of study for an examination at another place (on account of the transfer of the parent or guardian to Delhi), and much emphasis was laid on the need for providing such facilities for migration when the Delhi University Amendment Bill was considered by the Central Legislature. As some of the Indian Universities have not thought fit to recognise some of these examinations for purposes of facilitating migration it has been suggested that the question of mutual recognition of examinations should be discussed by the Universities Conference.



